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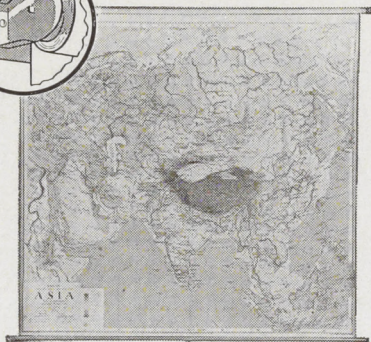
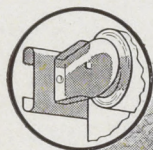
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The ATA Magazine

SPECIAL FEATURES

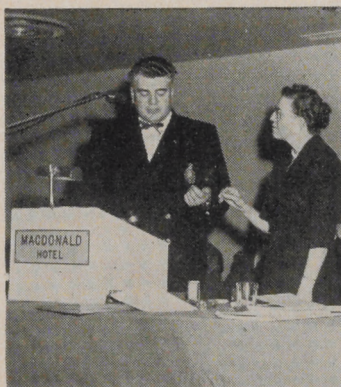
A Look at Ourselves	6	<i>Dr. H. T. Coutts</i>
Professional Leadership	9	<i>J. G. Egnatoff</i>
The 1957 AGM	31	
Science Teachers Wanted	49	
ATA Golf Tournament	61	

REGULAR FEATURES

Editorial	4
Offical Bulletin	28
President's Column	29
News from our Locals	50
Letters to the Editor	58
Teachers in the News	59
Secretary's Diary	62

OFFICIAL NOTICES

Annual Report of the President	11
Annual Report of the General Secretary	15
Amendment Pension Refund Regulations	27
Banff ATA Conference	32
Executive Council, 1957-58	34
Resolutions Adopted by 1957 AGM	37
Resolutions Referred to the Executive Council by 1957 AGM	47
Refund Pension Contributions	48
Teachers Awarded Life Memberships, 1956	56
Retiring Teachers	64



COVER STORY

I who am about to retire salute thee! H. J. M. Ross hands over the presidential gavel to incoming President Inez K. Castleton. This ceremony is the high point of the installation of the new Executive Council. Mrs. Castleton is the second woman president in ATA history.

Wanted—Teachers!

This is the season for advertisements for teachers. Long lists of teaching positions are beginning to appear in the daily newspapers. Many teachers scan these lists for positions which appear to be attractive and send applications. And in these days of shortage it may not be uncommon for a number of offers to be received by each applicant.

Check for yourself

One of the important factors in determining acceptance of an offer is the salary. And in most cases, the applicant asks what the salary will be, before accepting the position. Some don't ask and find themselves disappointed and disgruntled when they receive their first salary cheque. With either the one who asks or the one who doesn't ask we have small sympathy, because the salary which shall be paid can be determined from the salary agreement, and the teacher must check for himself what his salary would be if he accepted the position offered. Regardless of who offers what salary, the actual determinant is the agreement.

Read advertisements carefully

Now this makes the salary agreement a most important factor in the contractual obligation which a teacher considers. We have urged the Alberta School Trustees' Association to instruct its member boards to publish in their advertisements for teachers words to the effect that the salary agreement is under negotiation, if negotiations have not been concluded. And the Alberta School Trustees' Association has circularized its members noting that the Alberta Teachers' Association has requested that this be done. However, year by year, the Alberta

School Trustees' Association must be reminded, and year by year, some boards follow the suggestion and some don't.

Our duty is clear

In order to protect the interests of our members, we will be forced to inform them of each and every school board with whom salary negotiations have not been completed. We have heard that the Alberta School Trustees' Association calls this 'blacklisting'. We call it 'information'. Frankly, we have a duty to our members, and if some school boards choose to ignore their responsibility we will not hesitate to take corrective action.

All of this is, of course, exclusive of situations in which a dispute proceeds to conciliation or arbitration or to strike action. In such cases, we will take every proper action necessary to protect, not only the interests of teachers in the dispute, but those of other teachers who may be offered teaching positions in those areas.

Congratulations

The Alberta Teachers' Association congratulates the vision and the persistence of the sponsors of the infant Junior College in Lethbridge. And, if any name stands out ahead of all others in the promotion of the new college, it is that of G. C. Paterson, Q.C., Lethbridge school trustee and currently vice-president of the Alberta School Trustees' Association. We have admired the energy and the effort spent by Mr. Paterson in pressing the case for the Junior College in Lethbridge. We feel sure that the Lethbridge college will be only the first of more to come.

Professionalism is built from within—

A Look at

AS a sensitive and impressionable child—that was before I became a dean—I was influenced by pictures. One of these I remember very well depicted the road from earth to heaven. The goal was a shining city, but the road itself was beset with a number of obstacles that made John Bunyan look like a piker. The lesson of the picture was obvious: one must overcome or circumvent the obstacles on the path of life if he hopes to achieve happiness and satisfaction.

Hallmarks of a profession

I propose to examine with you this evening some of the difficulties we face as teachers—difficulties that must be met successfully if we are to reach the goal of professional status.

In a recent discussion of the nature and significance of teaching as a profession, Myron Lieberman of The University of Oklahoma sets forth eight important criteria of a profession. A profession, writes Lieberman (with some slight modifications by your speaker)—

- performs a unique, definite, and essential social service;
- emphasizes intellectual techniques in performing that service;
- is based upon a long period of specialized preparation, both academic and professional;
- provides a wide measure of autonomy both for the individual practitioner and for the occupational group;
- accepts responsibility for judgments made and acts performed within the scope of professional autonomy;
- stresses service, rather than economic gain, as the basis for the organization

and performance of the social service which the occupational group renders;

- possesses a comprehensive self-governing organization of practitioners;
- has a code of ethics which has been clarified and interpreted at ambiguous and doubtful points by concrete cases.

With these marks of a profession before us, I propose to ask three pertinent questions and then, in all humility, to react to them in my own way as I hope you will in yours.

Teachers need academic background

First, do we need a long period of specialized training for teaching? In my opinion, the answer has to be “yes”. It is true, of course, that a technician with a pleasing personality may achieve a measure of success in imparting rudimentary knowledge and may indeed be accepted in his community. This does not negate the argument in favour of an extended period of preparation for teaching. I believe that a teacher should be a broadly educated person as well as a skilful practitioner of the art and science of teaching. Last October, in a statement which he made to the Alberta Committee on Teacher Recruitment and Retention, the Minister of Education said in part: “The student who has completed the four-year B.Ed. program has spent only about 32 percent of her hours in the classroom learning methods of instruction, about 4 percent in practice teaching, and about 64 percent in pursuing academic courses.” I hope that the Minister did not mean the “only” the way it sounds, for surely a teacher needs to

Ourselves

H. T. COUTTS

have a rich academic basis if he is going to provide the most profitable educational environment for his pupils. Academic studies do more than impart factual information: they develop personal qualities, extend the range of one's interests, and provide those broader points of view that relate education most significantly to life. Knowledge is a necessary but not a sufficient condition of effective teaching. Ernest O. Melby has said, and said it very well too, that: "The teacher may seemingly know all he should know; he may do what he should do, and apparently do it in the right way; and yet fail. And he fails because he has not identified the golden threads in the tapestry of creative teaching. These are faith, respect, humility, and love. With faith, he supports himself and inspires his pupils. His respect for the unique and creative capacities of his pupils moves him to set them free. His humility in the search for truth is an example to his pupils, and with them he humbly seeks and often finds the new reality. Finally and most important, it is love that gives life to teaching."

In the United States, the minimum number of years of college preparation for initial teachers' certificates has been increasing, until by July 1, 1955, four states or territories (there are 52 in all) required five years' preparation for high school teachers, 31 required four years

for elementary teachers, and 45 required four years for high school teachers. Since 1946, 32 states have increased minimum requirements for elementary teachers, 14 states for high school teachers. Ontario requires that its high school teachers have a bachelor's degree and a year of teacher education, but the general practice in Canada has not paralleled that in the United States.

I have said on other occasions that I believe that those with extended preparation are more likely to continue teaching. Evidence is hard to secure because of the difficulty of following a group of students after they have attended the Faculty of Education. I have tried to follow the group who entered the Edmonton branch in 1952-53. The best check I can make shows only 40 percent of the Junior E group still teaching, 45 percent of the B.Ed.-bound group. This is hardly encouraging. But of the 45 students who proceeded to the professional certificate (28 with the B.Ed. degree), 33 or approximately 75 percent are teaching in 1956-57. This seems to bear out the value of longer preparation to retention, though the evidence is not clear.

Standards should be set by profession

Second, just how much autonomy do we have and how much is desirable? In a true profession each practitioner is an expert. If a decision requires expert skill and knowledge, it should be made by those who are competent and professionally trained. The individual physician, for example, is not subject to the

control of lay opinion but bases his decision on professional knowledge and practice.

Now we do not have as much autonomy in education as one might expect. One or two illustrations will suffice. Practitioners of a profession control entry into that profession by formulating the criteria for admission. The objection to this privilege is that, if we leave admission requirements to teachers themselves, they may exclude all but a favoured few and use this as a weapon to increase financial rewards. I do not believe that this is a real danger. I incline rather to agree with Lieberman who says: "As long as entry into the profession is made more difficult by raising the standards of professional competence, restrictions upon entry are in the public interest. Where entry is made more difficult and it cannot be shown that the new restrictions raise the standards of practice or otherwise contribute to the services rendered by the profession, the new restrictions are unjustified."

Dr. Coutts is dean of the Faculty of Education, University of Alberta. His forthright analysis of the role of a professional organization in upgrading the status of its membership was loudly applauded by those in attendance at the annual banquet held in connection with our fortieth AGM.

The real measure of control of those who shall enter the profession rests with those who determine certification. Traditionally, teachers have had limited or, more often, no representation on state licensing boards or provincial committees which pass on certification. In fact, teaching in the United States is in a less preferred position than barbering or beauty culture. The number of states in which all or a majority of the board licensing members of occupations are themselves practitioners is: 48 for law, 42 for barbers, 38 for beauticians, and 5 for teachers.

Another important point is the basis of selection of professional representatives on licensing boards. In Alabama, all representatives on the licensing board for law must be lawyers selected by the bar association, but the one professional representative on the licensing board for teachers is the state superintendent of instruction and he is elected by popular vote.

"One of the outstanding characteristics of Canadian education", said Dr. M. E. LaZerte in his 1950 Quance lecture, "has always been the high degree of control exercised by provincial departments of education . . ." Certification of teachers is a prerogative which provincial departments of education guard jealously. In very few instances do those most concerned—the teachers themselves—have much authority. Our own Board of Teacher Education and Certification, advisory to the Minister of Education and the president of the University, is an exception rather than a rule in Canadian practice. The teachers' representation is determined by the Alberta Teachers' Association. When the chips are really down, however, it is doubtful whether the teachers really determine and control certification. It is my opinion, though, that in Alberta we have gained advantages as a profession that we should guard strenuously and seek to extend wisely and well.

Another illustration of the state of the autonomy of the teaching profession lies in our control, or lack of control, of curriculum and textbooks. I believe that society, which stands to benefit from the results of education, must have a proprietary right in curriculum content. The goals of the curriculum should be a matter of discussion involving lay as well as professional groups. But surely the professional group might be expected to have such a degree of expert training and knowledge that it could be trusted with the important business of curriculum construction. This would place a heavy load of responsibility upon the profession. It would demand teachers with

(Continued on Page 53)

Teachers expect more of principals

Professional Leadership

J. G. EGNATOFF

IN the field of education a great deal is being said and written on the changing concepts of the principal's role. There is a definite trend away from the traditional concept of the principal as a school administrator and organizer of extra-curricular activities to the realization of his role as supervisor of classroom instruction and a leader in the field of human relations. The opinions and expectations of teachers corroborate the concept of the principal in his new role of leadership.

Functions of the principal

In a recent study of the school principalship in Saskatchewan, teachers were asked to rate each of eight functions of the principal as being very important, im-

portant, unimportant, or not the principal's function. The table following is a summary of the teacher's ratings.

In relationship to the other functions, supervision was ranked in fifth place. The fact that 30.8 percent of the teachers rated supervision as very important is significant. Another survey indicated that only 14.7 percent of the principals rated supervision as a major responsibility. Assuming that principals tend to allocate their time and energy in proportion to the importance which they attach to the various functions, they are not giving the time or attention that is expected of them by teachers in the field of supervision. Teachers expect considerably more professional leadership of their principals in improving class-

	Very Important	Important	Unimportant	Not Principal's Function
Administration	75.2* (1)	21.9	1.04	.42
Classroom teaching	40.2 (4)	35.4	6.6	12.5
Student counseling	44.6 (3)	41.9	5.	4.8
Supervision (improvement of instruction in the school)	30.8 (5)	47.5	9.4	8.1
Professional leadership outside the school	17.1 (6)	56.3	12.5	8.1
Community leadership	10.6 (8)	52.3	13.5	16.9
Fostering of desirable attitudes on the part of students and teachers	61.5 (2)	32.9	2.3	2.1
Organizing extra-curricular activities	16.7 (7)	54.	12.1	12.7

*rating by percentage of teachers reporting

room instruction than they are receiving at the present time.

Helpful supervisory procedures

Teachers have definite opinions about the supervisory procedures employed by principals. A majority of the teachers feel that classroom visitation by the principal, followed by a conference, is a very beneficial supervisory procedure. Seventy-eight percent of the teachers feel that such visitation would be of some help or of real help to them. Less than ten percent think it would be of no help. Principals need not be reluctant to employ this procedure. Modern teachers expect principals to do so.

Teachers appreciate principals holding individual conferences with them to discuss problems of particular concern to the individual teacher. Teachers indicated that conferences with the principal would be of real help to them if such conferences dealt with planning of the year's work, making curriculum adjustments to meet the needs of pupils, classroom discipline, case studies, diagnostic and remedial teaching, interpreting achievement test results, cumulative records, and promotion or non-promotion of pupils. Teachers want their principals to be available and readily approachable for individual conferences.

Teachers also maintain that a principal's conference with groups of teachers, who have common problems, would be of real help to them. The fact that nearly 90 percent of the teachers indicated such conferences would be of real help

to them should encourage principals to make more frequent use of this supervisory procedure, particularly in large schools.

Principals should share with staff members the responsibility for planning staff meetings which are aimed at improved classroom instruction. While only 33 percent of the teachers regard staff meetings, planned and directed by the principal and aimed at improved classroom instruction, as beneficial, 72 percent consider staff meetings, which teachers participate in planning, as being of real help. Although teachers expect principals to give leadership, a great majority of the teachers are willing and ready to share responsibility for professional growth with their principals.

The parent-teacher conference is still a relatively new procedure aimed at achieving optimum learning efficiency for the child. Believing that more conferences with parents would be helpful, teachers may expect the principal's assistance in arranging and conducting such conferences.

Among the most highly rated supervisory procedures employed by principals, the teachers place a testing program which provides for mental testing, achievement testing, and diagnostic testing. In addition, teachers are aware of the necessity of evaluating the entire school program. When pupil progress in the entire school is evaluated through the cooperation of the whole staff, teachers gain a much broader perspective of education. It also gives them a higher sensitivity to standards that can be achieved at the various grade levels. Therefore, they expect the principal to provide leadership in evaluating the entire school program.

Teachers need the principal's help

Teachers have many problems, ranging widely in degree of complexity and seriousness. Occasionally, the problem may seem trifling to the principal. For instance, one teacher rushed to a principal declaring, "There's a bee in my

(Continued on Page 59)

Mr. Egnatoff is principal of the Melfort School in Saskatchewan and was recently elected as president of the Saskatchewan Teachers' Federation. Last summer he attended the Leadership Course for School Principals held in Edmonton. This article was written for *The ATA Magazine* and was prepared from materials compiled by Mr. Egnatoff in his study of the principal's role in Saskatchewan.

Annual Report of the President

Twenty-eight years ago, equipped with a second class certificate, I embarked upon a teaching career. This career started in a log school with me at one end and a sheet metal heater at the other. As a consequence, the students were basted on both sides. Occasionally, I raised my voice to such heights that a long length of stovepipe collapsed adding a mixture of soot and smoke to the rather dubious educational atmosphere I had already created.

There was little more importance attached to the vocation of teaching in those days than there was to the buildings. Teaching was not a life work. It was a steppingstone for would-be lawyers and doctors or a dead-end street for beachcombers. After a few years, during which I had made no move to enter a 'respectable' profession, the local folk regarded me as a useful but ambitionless fixture and their more comely and marriageable daughters were warned accordingly.

From modest beginning

At that time, the Alberta Teachers' Association had not yet emerged as a force in education. Aside from the fact that it protected teachers, I had no conception nor concern as to what its long-term objectives might be. An impressive and commanding personality named John Barnett had addressed us in the Normal School gymnasium and most of us joined on a sign-now-and-pay-later basis—a habit, incidentally, which I have found very difficult to shake in the intervening years.

In those days, I attended my first Easter convention where I found the speeches boring but the association with other teachers delightful. Resolutions were marked by quantity rather than quality. Someday, if someone is so minded, we could go back and study the content of ATA resolutions over the years. The study would provide a somewhat humorous but nonetheless striking

record of the professional progress of the rank and file of our membership. It is also interesting to note that these were the days when it was quite common and fashionable for members to criticize the Alberta Teachers' Association.

The basis of strength

During this period, professional leadership developed which was greatly accelerated by the establishment of the large divisions and the additional responsibilities which the Association locals had to assume. Today, we can look with pride around the province and find in almost every area a hard core of professional leaders who are eager to devote time, energy, and understanding to the educational problems that confront us. I wish to pay the highest tribute to our local associations. They are the ramparts of our Association and in their strength and courage is the ultimate force of the ATA.

Almost unnoticed, because of remoteness, have been changes in the provincial association. Today, despite some concepts, our executive spends about two hours once a year reviewing our economic position and no time at all discussing the Alberta School Trustees' Association. The rest of the time is spent on professional and educational problems and each year sees the addition of new conferences, new responsibilities, and new horizons to explore.

The Executive Council

I do not recollect when I met the first live district representatives outside of an Easter convention, but it took a long time. Today our executive members are both busy and well-known. On them falls the responsibility of meeting with locals, investigating, and reporting, as well as organizing a wide variety of conferences and meetings. Unwept, unhonoured, and unsung, they remain key people in our Association.

Fortunately, our executive officers

have changed with the times and indeed have been architects of change as well. It would be impossible to describe the vast volume of business that goes through the office. Logically enough, as our locals have grown in stature and activity, so the duties of the central office have multiplied. A 'dead' local takes up no time, and more and more, the interests of 'live' locals are taking our executive officers afield. All of you will be interested to know that Mr. E. J. Ingram of Bentley in the Lacombe Local has been appointed to head office staff effective August 1 of this year. At this point, I should like to thank Mr. Ansley, Mr. Seymour, and Mr. Eyres for their outstanding cooperation and assistance during my presidency.

A look to the future

And now, having progressed from the little log school to a microphone in the Macdonald Hotel, I should like to take a look at the Alberta Teachers' Association as it stands today and perhaps even take a guarded look into the future from our standpoint as an Association and as educators.

We are entering an era of scientifically controlled educational experiment. There will be a greater sensitiveness to the multiple and often contradictory needs of society and this will be accompanied by bold and sweeping changes in educational programs. Teachers who have become patterned and rooted in past methods and concepts will, I am sure, be very unhappy, because the keynote of the future will be rapid and sustained change. Education has now become the prime instrument of survival as well as of progress. Any nation disregarding it risks relegation to a third-rate power. The age of the self-made man is fast fading and the age of the man who knows is rapidly approaching.

This future role of education is of such concern to everyone that governments will no longer be able to handle education as a political sideline. In the past, policies across Canada seem to have centred about the art of doling out

enough money for education so that it does not become an issue at the polls. The number of pupils has increased enormously but, despite this, education's percentage of the government budget has not increased significantly. However, this day, too, is rapidly passing and education is becoming a first-class political issue, and I feel that governments are going to have to move boldly in the matter of educational finance.

Anachronisms

Amongst these trends are still vestiges of the past that I should like to note. There still persists an obsession that you can have an abundance of good teachers with low salaries and that somehow, if the professional associations did not exist or were controlled, there would be no problem of teachers or finance. This is arrant and dangerous nonsense and would only result in accelerating the teacher shortage and eventually in a collapse of the educational system.

On the other hand, we do not want any committees of experts setting salaries either, for the simple reason that for every expert that will set a certain value, experts can be found who will produce another answer. The best answer in any society is the one provided by the public's willingness to pay, and all our Association asks is freedom to determine our own economic position without legislative interference.

Another anachronism is the theory that education is a burden on the economy. The Indian had the same natural resources as we have, spent nothing on education, and what did he have! After the last war, the government spent vast sums of money educating veterans. It has already been calculated that this venture has repaid itself in the additional income tax derived from increased income. Indirectly, of course, it is all made possible by the more abundant economy created by people of education and skill. It is evident that education is the mainspring of our productivity and, far from being a staggering liability, is rather a self-liquidating

proposition. This latter view is becoming more and more general in the thinking of the industrial and business leaders of this country and ultimately it will have a far-reaching and revolutionary effect on the processes of education.

Another remnant of obsolete thinking is the concept that you can lower educational standards and still have education. It is the crudest paradox extant that education is good for everyone but the teacher. It is a travesty of logic to argue that the teacher has at best but to know little more than the pupil. The truth is that a teacher must instruct from the richest possible academic background, that what he says and does is completely influenced by the knowledge of the scholar. The study of reading itself requires some years of professional study and has no relationship to how much better the teacher reads than the pupil.

Wanted—the best brains of a nation

Today, and even more so in the world of tomorrow, classroom teachers will be called upon to organize and carry through increasingly complex educational programs. It is a function that requires the finest of minds and the broadest educational attainments. Unfortunately, at the administrative levels, we see few indications of any planning for the future. Indeed, in some cases such as permanent certification after one year of teacher education, policy appears to be diametrically opposed to the thinking of experts in the education field. It is with no idea of being facetious that I say that many of the schemes to alleviate the teacher shortage are reminiscent of the scientist who wanted to cross a salmon with a jellyfish so as to develop a boneless salmon. Geneticists told him it was impossible but he persevered and triumphed. He successfully crossed the salmon and the jellyfish and got—guess what!—a jellyfish with bones!

Action stations

At this point, I should like to review

briefly the major challenges that confronted our organization last year.

First, there was a major attack on our privilege of sitting down at a table and discussing on equal terms our economic position with employing bodies. For the time being, that threat has passed and I only wish I could assure you that the threat has permanently gone, but I regret that I cannot give you such assurance.

Secondly, there was cast a shadow of things to contend with in the form of a proposed provincial salary schedule. The possibility of this had been discussed at regional conferences and so, when the Executive Council called an Emergent General Meeting, the reaction of the teachers was clear-cut and unmistakable. Once again, I can give no assurance that the plan is not held merely in suspension and that this idea or some other one with equivalent results will not confront us next year.

I think it most unfortunate that we have to divert any part of our professional energy and intelligence to maintain rights that are accepted in a free society. If any group should remain free in a democratic society, it should be educationists.

ATA policy clear-cut

We as a professional association can point with some pride to our official policies. Our policies are not secreted in minutes or record; they are boldly printed in our policy handbook for public inspection. Our Annual General Meeting is the architect of our policy, and I defy anyone to find one policy resolution that is not directly related to the establishment of an adequate supply of competent and professionally educated teachers or of a proper educational program, so that the youth of this province may be assured of the education they must have for the world of today and tomorrow.

I should like to call upon all those responsible for education to accept the challenge of this twentieth century and to work shoulder to shoulder with us in the field of education.

Interesting developments

However, all has not been apprehension and challenge. There have been important educational activities in other fields which interest us.

First is the matter of curriculum. Over the last few years significant changes have taken place in the curriculum branch of the Department of Education. This is particularly so in the widening of curriculum committees and in the setting up of large experimental units in cooperation with teachers. Further, the procedure on curriculum resolutions laid down by last year's Annual General Meeting has opened up a vast field of cooperation and scientific study which should produce useful suggestions for the future. At one time, the relationship between this Association and the curriculum branch was delicate and was one that caused much concern. Today we meet together and work together. We even differ in that spirit in which people should differ.

At local level, our education committees are becoming increasingly active. Through action research and various programs in centralized schools and divisions, professional activity has increased considerably.

At provincial level, a leadership course for school principals, an offshoot of the CEA-Kellogg Project, has developed. The long-term effect must be better school organization and improved instruction.

Home and school associations are becoming more numerous and more active. Increasingly, educationists are being called upon to give assistance to these groups on educational matters. It is gratifying to see the increased interest and participation of parents in education.

Regional conferences

From an Association standpoint, the development of regional conferences has been of paramount significance. Here the problems confronting the profession can be discussed with executives and their opinions determined. It has greatly simplified and strengthened certain as-

pects of provincial executive responsibility and made for a unified Association. Never before has this Association been so united, so resolute, and so competent.

In the last year, consultants have been made available to local associations in order to assist them with local problems. It has been tremendously effective and will become more so in the years to come.

Changing emphasis

It seems to me that our Annual General Meeting will shift more and more in the years to come to consideration of reports which have developed from studies by committees. If a problem is a real problem, it usually cannot be solved by the extemporaneous discussion which characterizes some of the debates on resolutions. The trend in modern life is towards group or action-research procedure. The records of our Annual General Meetings show a decrease in the number of ill-conceived resolutions and an increase in the number of worthwhile ones.

Au revoir

And now for my swan song. It will always be a matter of great pride that I was president of the Alberta Teachers' Association. As most of you know, I spent many years travelling around this province on various assignments for the Association before I became a member of the executive. As a consequence, I got to know the province, the local associations, and the teachers. I feel that these contacts and the resultant understandings made me better able to serve the interests of all teachers.

This year has been an exceptionally busy one, but one that gave satisfaction in a feeling of things being planned and done. I can now look forward to leaving the active executive field, feeling that the Alberta Teachers' Association knows where it is going and that it is permanently capable of producing the leadership our teachers require.

Respectfully submitted,

H. J. M. ROSS

Annual Report of the General Secretary

As general secretary, I respectfully submit the following report to the fortieth Annual General Meeting of The Alberta Teachers' Association.

1. Membership

The number of teachers registered as members of the Association on March 1, 1946, March 1, 1956, and on March 1, 1957, is—

	1947	1956	1957
Life Members	109	331	330
Faculty of Education			
Edmonton		418	492
Calgary		214	235
Optional Members			
Faculty of Education	512	12	16
Correspondence			
School Branch	102	55	50
Others	8	—	4
Employed by			
School Boards	5,184	8,273	8,781
	5,915	9,303	9,908

2. Organization

The Alberta Teachers' Association has 70 local associations and approximately 160 sub-locals. Several of the locals have study groups and education committees studying curriculum.

Sixty-nine of our local associations are represented by 219 councillors at the Annual General Meeting.

Local and sublocal associations that have not already done so, are requested to review their constitutions in order that they may be brought up to date.

Ten districts elect representatives to the Executive Council for two-year terms with five elected each year. The president and vice-president of the Association are elected annually by the province at large.

3. Publications

The ATA Magazine has a circulation

of about 11,000 copies. Ten issues are published from September to June inclusive. All teachers, most school administrators, trustees, MLA's, MP's and students in the Faculty of Education receive the magazine.

The ATA Magazine is the official organ of The Alberta Teachers' Association and is used to keep members informed about the affairs of the organization. Much of the material published is required by policy and by-laws. For many teachers, the magazine is the only contact with head office.

Editorial policy attempts to satisfy both the interests of the individual members and The Alberta Teachers' Association. Editorials are designed to reflect Association policy, and to promote the interests of education. It is interesting to note that readers continue to rate the editorial, the secretary's diary, and the official bulletin of the Department of Education as the most valuable regular features.

The editor and the general secretary attended the annual Education Communications Service Workshop held at The University of British Columbia last June. The staff of the workshop evaluated *The ATA Magazine* and suggested some mechanical changes in layout and typography.

Other publications include newsletters, salary bulletins, a brochure on collective bargaining, *The ATA Salary Handbook*, *The ATA Policy Handbook*, and the *Appendix to Salary Schedules*.

The ATA Handbook, published in 1954, is now out of print and a revised edition will be published later this year.

Summaries of minutes of Executive Council meetings are sent to councillors and secretaries of local associations.

4. Research

Educational research in Alberta is under the direction of the Alberta Advisory Committee on Educational Research

on which are representatives of the Faculty of Education, the Department of Education, The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, and The Alberta Teachers' Association.

The yearly subscription to *The Alberta Journal of Educational Research* is \$3. The journal is published quarterly. The Executive Council recommends that each school subscribe to *The Alberta Journal of Educational Research*, and have the four issues bound at the end of each year for the school library for future reference and use.

The Alberta Teachers' Association maintains a trust fund for research into which is paid an amount of \$1,000 each year out of general revenue. Also, the Association makes an annual grant of \$1,000 a year to the Alberta Advisory Committee on Educational Research, one-half to current account and one-half to capital account. The Executive Council recommends that each ATA local make an annual grant to the Alberta Advisory Committee on Educational Research, with provision for such annual grant included in the budget.

A more detailed report on the work of the Alberta Advisory Committee on Educational Research will be found in the report of The Alberta Teachers' Association representatives on this committee, printed in the AGM Handbook.

5. Library

During the past year approximately 700 books were loaned from the ATA Library. Of this number, 75 were loaned in book packages. Postage is prepaid both ways on all books on loan.

During the year about 50 new books were added to the library. Most of these were donated by publishers, but some 20 titles on school administration were purchased on recommendation by the ATA Library Committee.

A copy of the library catalogue and a listing of the book packages are available to members on request.

Circulation records show most reader interest in remedial reading, curriculum, and administration.

6. Scholarships and loans

The Association offers 11 annual scholarships in the amount of \$500 each. These are named after the honorary life members of the Association as approved in 1955.

At this Annual General Meeting the Executive Council is submitting a resolution to make some changes in the regulations for the ATA scholarships in order to encourage more teachers to apply.

The following scholarships were awarded in 1956:

- The Clarence Sansom Memorial Gold Medal in Education and The Clarence Sansom Scholarship in Education — Jean A. Young, Athabasca.
- The John Walker Barnett Scholarship in Education—James K. Nielsen, Calgary.
- The Harry Dean Ainlay Scholarship in Education—R. B. Staples, Delia.
- The Cedric Oliver Hicks Scholarship in Education—Dorothy M. Frankish, Foremost.
- The Milton Ezra LaZerte Scholarship in Education—Lillian Munz, Edmonton.
- The Hubert Charles Newland Scholarship in Education—Donald G. Fowler, Edmonton.

The Alberta Teachers' Association Professional Assistance Program was set up in 1955 with an appropriation of \$5,000 from current revenue. This was for the purpose of making interest-free loans to teachers and students wishing to complete their bachelor of education program. The 1956 Annual General Meeting authorized a further appropriation of \$5,000 if the Executive Council deemed it necessary.

During the two years a total of \$4,850 has been loaned to 12 teachers. Of this amount, \$2,600 was loaned during 1956-57.

The experiences in dealing with loans

have resulted in proposed changes to the regulations, as submitted in an Executive Council resolution to this Annual General Meeting.

May I suggest that the councillors give some publicity to ATA scholarships and the ATA Professional Assistance Program through local meetings and newsletters.

7. Conventions

Fifteen conventions were held in 1956.

The Association guest speakers were: Miss Marion Allen, teacher, West Preparatory School, Toronto, Ontario; Dr. Lavone A. Hanna, professor of education, San Francisco State College, San Francisco, California; Dr. Harold P. Fawcett, professor of education, Ohio State University, Columbus, Ohio; Dr. H. B. McDaniel, professor of education and psychology, Stanford University, Stanford, California; Anthony H. McNaughton, Department of Education, University of California, Berkeley, California; Dr. W. R. Odell, professor of school administration, Stanford University, Stanford, California; W. Pilkington, associate professor, Faculty of Education, University of Alberta, Edmonton, Alberta; Dr. F. T. Tyler, assistant dean of education, University of California, Berkeley, California.

The Department of Education was represented by the following: the Hon. A. O. Aalborg and Dr. W. H. Swift, and Messrs. A. A. Aldridge, D. R. Cameron, S. A. Earl, M. O. Edwardh, A. B. Evenson, W. E. Frame, and M. L. Watts.

The Faculty of Education was represented by the following: Dr. J. D. Aikenhead, H. B. Barnett, Miss M. Caldwell, Dr. S. C. T. Clarke, Dr. H. T. Coutts, Dr. A. L. Doucette, J. A. Forbes, C. Hampson, Miss E. King, Miss D. M. Lampard, Mrs. V. I. Rust, Dr. B. E. Walker, and W. H. Worth.

The Alberta Teachers' Association was represented by one or more members of the Executive Council at each convention.

8. General Meetings

An Emergent General Meeting was

called February 25, 1956, to consider proposed amendments to *The Teachers' Retirement Fund Act*, especially with respect to the interpretation of the government guarantee as proposed by the Minister of Education.

The thirty-ninth Annual General Meeting was held in the Palliser Hotel, Calgary, April 2, 3 and 4, 1956.

9. Banff ATA Conference and Collective Bargaining Seminar

The eighth Banff ATA Conference was held in the Banff School of Fine Arts, Banff, during the week of August 19-25. Fifty-six locals enrolled 65 teachers in the general course and 17 in The Alberta Teachers' Association Publications course. In addition five Executive Council members and six guests were present for the general course.

The consultants were: ATA organization, Frank J. Edwards, past president of The Alberta Teachers' Association, Edmonton; curriculum making, A. George Bayly, assistant superintendent in charge of elementary education, Edmonton Public School Board, Edmonton; educational publicity and public relations, Dr. Stewart Harral, director of public relations studies, The University of Oklahoma, Norman, Oklahoma; group dynamics, Robert T. Weltzien, acting director, Department of Guidance Services, Seattle Public Schools, Seattle, Washington; ATA publications, T. Peterson, associate professor, School of Journalism and Communications, University of Illinois, Urbana, Illinois.

Panel discussions were held on pensions under the chairmanship of Lars Olson, and on ethics, under the chairmanship of H. J. M. Ross.

The following were also in attendance: G. D. Eamer, Saskatchewan Teachers' Federation; W. A. Wilander, British Columbia Teachers' Federation; M. O. Edwardh, Department of Education; W. H. Worth, Faculty of Education, F. L. Woodman, Alberta School Trustees' Association; and R. H. Jeacock, The Alberta Federation of Home and School Associations Incorporated.

Concurrent with the Banff ATA Conference the Executive Council held a Collective Bargaining Seminar at the Banff School of Fine Arts. Twelve Alberta teachers were given a week's intensive course in collective bargaining and these teachers are now acting as salary consultants for locals.

The seminar was under the direction of F. J. C. Seymour, assistant general secretary of The Alberta Teachers' Association and the consultants were: K. A. Pugh, chairman, Board of Industrial Relations; A. B. Wetter, field administrative officer, Department of Education; and H. J. M. Ross, president, The Alberta Teachers' Association.

10. Executive and committee meetings

The Executive Council met on the following days: February 23, March 31, April 5, June 1 and 2, September 7 and 8, and December 7 and 8, 1956, a total of nine days. In 1955, the Executive Council met for twelve days.

The ATA Curriculum Committee met May 5, 1956 and February 23, 1957.

The Discipline Committee met October 27, 1956 and January 17 and 18, 1957.

The Finance Committee met March 9, May 31, September 6 and December 7, 1956.

The Library Committee met March 17, 1956.

The Resolutions Committee met January 25 and March 8, 1957.

The Scholarship Committee met May 31, August 14, September 20 and December 3, 1956.

11. Resolutions

Reports on the disposition of resolutions of the 1956 Annual General Meeting have been made in *The ATA Magazine*.

Resolutions were presented to the Minister of Education and the senior officials of the Department on October 29 and to the Executive Council of the Government of the Province of Alberta on October 30.

The Association resolution requesting

a complete survey of education in Alberta was favourably received and discussed in detail at both of these meetings.

Resolutions have also been forwarded to the following for consideration: the Board of Teacher Education and Certification, the Canadian Teachers' Federation, the Coordinating Committee, the Alberta School Trustees' Association, the Canadian Broadcasting Corporation, the University of Alberta, and the Faculty of Education.

The Alberta Teachers' Association Policy Handbook for 1956 has been printed and distributed to all local associations. Some further amendments to policy resolutions, contained in this handbook, are being submitted for consideration to this Annual General Meeting.

It is again suggested that, in future, all local associations give careful consideration to *The Alberta Teachers' Association Policy Handbook* before submitting resolutions to the Annual General Meeting.

12. Electoral ballots

No electoral ballots were submitted during 1956.

13. Discipline cases

During the year, five charges of professional misconduct were referred to the Discipline Committee for investigation.

14. Canadian Teachers' Federation

The 1956 Conference of the Canadian Teachers' Federation was held in Fredericton, New Brunswick, August 13-18. Alberta's four delegates were H. J. M. Ross, president, Mrs. Inez K. Castleton, vice-president, G. S. Lakie, past president, and the general secretary.

Again, and for another year, considerable time was lost in wrangling over procedure.

As I have stated previously, the Canadian Teachers' Federation has reasonably satisfactory by-laws and constitution, but constitutions and by-laws never seem to cover everything. In most organizations,

including our own, certain procedures are set out in the by-laws, some others of importance are covered by policy resolutions of the Association, and minor matters are dealt with by directives of the Executive Council, which tend to become established procedures. It has been our experience in Alberta that controversial problems that come up year after year should be included in the by-laws of the Association. After all, the main object of having a constitution and by-laws and resolutions, is to provide a way, or ways, of handling business in an orderly manner. The Canadian Teachers' Federation has a constitution and by-laws, incomplete in some respects, which are ignored, in part, at times. Policy resolutions are passed one year and later ignored, when convenient or expedient. Terms of reference are made one year and also ignored when convenient or expedient. When business is conducted in these ways, wrangling is bound to occur.

I am pleased to report that at the meeting of the board of directors in January, Mr. H. J. M. Ross was able to persuade the Canadian Teachers' Federation to collect its policy resolutions and to publish them for the information and guidance of the Canadian Teachers' Federation officers and the conference.

The opinion of the Executive Council of The Alberta Teachers' Association about the function and work of the Canadian Teachers' Federation, is set forth in a policy resolution for the guidance of our delegates to the Canadian Teachers' Federation.

15. Western Conference

The Western Conference of presidents and secretaries of teachers' organizations in Western Canada was held in Edmonton, March 11, 12, and 13, 1957. The representatives were:— Miss W. Stevenson and E. L. Arnett of The Manitoba Teachers' Society; R. Cantelon and G. D. Eamer of the Saskatchewan Teachers' Federation; Ian Boyd and C. D. Ovans of the British Columbia Teachers' Federation; H. J. M. Ross and Eric C. Ansley

of The Alberta Teachers' Association. Mr. Ross presided.

Out of 25 items on the agenda only the following eight were dealt with—salaries, collective bargaining, pensions, tenure, refresher courses, central office administration, teacher participation in curriculum planning, and the receipt of the report of the questionnaire on administration and supervision made by The Alberta Teachers' Association.

16. Legislation

A special report on legislation will be given at this Annual General Meeting.

17. Tenure

I regret that there is no progress to report in the matter of securing better tenure for teachers.

Each year the Alberta School Trustees' Association asks the government to do away with the Board of Reference. I have reached the conclusion that the Alberta School Trustees' Association will not be satisfied until school boards regain the authority to hire and fire teachers at their sole discretion, which authority they had, and abused, in the thirties.

It is unfortunate that the Alberta School Trustees' Association does not realize that times have changed and that today most other employers are doing everything possible to impress prospective employees with offers of excellent security of tenure and benefits of all kinds. As I said in one of my diaries, if prospective teachers attended a meeting of the Alberta School Trustees' Association and heard what some of the trustees think about teachers' tenure and other working conditions, especially the right to appeal to the Board of Reference in case of dismissal, they would hesitate to select teaching as a profession. It is more than likely that the policies of the trustees' association, as shown in their resolutions, in their submissions to the Coordinating Committee, and in what appears in their magazine, have had an adverse effect on the recruitment and retention of teachers. At the present

time, it does not seem to be the policy of many employers, except the trustees' association, to advocate a 'get tough' policy with their employees. The public is beginning to realize, and school boards should also, that this is no time to be 'tough' with teachers.

I know that most of the trustees themselves, as individuals, and most of the school boards, do not treat their teacher employees this way; but for as long as the trustees' association passes resolutions asking that the Board of Reference be done away with, that collective bargaining procedures be taken away from teachers and so on, the public and the teachers cannot be blamed for having their doubts about how well teachers may be treated by school boards when there is an adequate supply of teachers.

18. Pensions

At the last Annual General Meeting I reported to you that the government had amended *The Teachers' Retirement Fund Act* to redefine "salary", to include "teacher-librarians", to remove the 35-year limit on contributions by teachers, to broaden the investment powers of the Board of Administrators, and to remove the requirement that school boards shall contribute $\frac{1}{2}$ percent of salaries to the Fund. The Act was also amended with respect to the method by which the government would make contributions to the Fund. Instead of contributing $3\frac{1}{2}$ percent of salaries to the Fund, the government has assumed responsibility, from April 1, 1956, for the pensions to teachers who retired before April 1, 1948, and with respect to teachers who have retired since April 1, 1948 has agreed to pay all of the pensions for non-contributory service and one-half the pensions for contributory service, as from April 1, 1948. The money that has been contributed by the government since April 1, 1948 is to be placed in a separate account and is to be used to pay the government's share of the pensions. The government will make no further payments to the Fund until this reserve has been exhausted. The Act also states that

the payment of all benefits under the Act is guaranteed by the government. As I reported to you last year, the Executive Council and the Minister of Education were not agreed as to the interpretation of this 'guarantee', and it was the opinion of the actuary that unless this section of the Act is stated in definite terms the position of the Fund is insecure. In addition to this, it is the opinion of the Minister of Education that the guarantee would not come into effect until the teachers' fund as well as the government's reserve is exhausted, whereas the Executive Council is of the opinion that the teachers' contributions should be held in trust for them, and should not be used to pay current pensions. I can report no change in the situation.

At the time the Act was amended the government also agreed that, when properly submitted, it would approve amendments to By-law No. 1 of 1948 to increase the pension rate from $1\frac{1}{2}$ percent to $1\frac{3}{4}$ percent with respect to service from September 1, 1952, and to provide that pensionable service shall be service from age 30 to age 68. These amendments have been approved by Order-in-Council.

At the last Annual General Meeting a resolution was passed asking that the refund regulations be changed. This has been done.

The Supplementary Pension Fund was discontinued on February 29, 1956. In accordance with the instructions of the Annual General Meeting the balance in the Fund, amounting to \$32,965.19 has been transferred to the Special Emergency Fund.

19. Salaries and collective agreements

The average salary for all Alberta teachers during 1955-56 was \$3,430.10. This was \$99.84 higher than the 1954-55 average, or about a 3 percent improvement.

During the current school year salary scales for teachers have changed considerably from the pattern of previous years. The allowance for one degree

varies from \$875 to \$1,500 at maximum. Increments for experience have increased to the point that a number of scales have \$200 as the common amount. The average minimum salary for a teacher with one year of teacher education during this school year is about \$2,200. The highest maximum salary for a classroom teacher with six years of teacher education is \$6,650. The top salary paid to an Alberta school principal is \$8,150. During 1956-57 salary scales in some school divisions have become more competitive with those of urban school districts.

More agreements have been drafted this year in proper form than has been the case previously. An increasing number of agreements contain personnel policy benefits, including cumulative sick leave, sabbatical leave, heavy enrolment bonus, allowance for extra duty and responsibility, noon hour supervision, and liability insurance. These benefits are designed to attract and to hold staff and are a reflection of a trend in business and industry.

Gains which have been made in the economic status of teachers have been little more than those experienced in the Canadian and Alberta economy. Teachers' salaries are notoriously slow to reflect upward trends. This is in part due to the increment structure which has provided a low basic salary and after 12 to 18 years a modest maximum salary. It seems certain that few school boards ever have any substantial portion of their teaching staffs at maximum salary.

During the past year the Association has represented teachers in a total of 24 disputes. Six were settled at bargaining agent level, fourteen at conciliation level, and one at arbitration. Three disputes have not been settled.

Last year, the Association conducted a Collective Bargaining Seminar at Banff. In addition, eight regional conferences were held throughout the province to discuss salary trends and the economic status of teachers.

The Alberta School Trustees' Association has continued its attempt to have teachers removed from *The Alberta Labour Act*. Last fall, the Alberta School Trustees' Association presented a brief to the triennial Labour-Management Conference urging again that teachers be removed from *The Alberta Labour Act*, that strikes be prohibited, and that awards of boards of arbitration be made binding. In addition, the Alberta School Trustees' Association appears to have urged the government to establish a provincial salary schedule. The Alberta Teachers' Association opposes any changes in the present rights to collective bargaining as defined by *The Alberta Labour Act*.

20. Supply of teachers

For the 1956-57 school year Alberta has 8,781 teachers. In addition there are 129 Emergency Teacher Training Act students in charge of schools and 52 correspondence supervisors. Last year there were 8,273 teachers, 158 Emergency Teacher Training Act students, and 30 correspondence supervisors. This shows an increase of 508 teachers and a decrease of 7 in the other two groups.

In 1955 The Alberta Federation of Home and School Associations Incorporated organized the Alberta Committee on Teacher Recruitment and Retention. The Association has cooperated with this committee by giving financial assistance and making available information and records from head office. Mr. W. R. Eyres is one of its three consultants and the Association invited Dr. H. B. McDaniel to act as guest speaker at the Provincial Conference on Teacher Recruitment and Retention held in Edmonton on October 20, 1956.

21. Teacher education and certification

It is estimated that approximately 30 percent of the teachers in Alberta have university degrees.

The entrance requirements for the one-year program in the Faculty of Educa-

tion are lower than for the bachelor of education program or for admission to other faculties with the exception of agriculture.

The entrance requirements for the six-weeks' course are even lower than for the one-year program but there is some reason to believe that *The Emergency Teacher Training Act* will not be extended beyond 1958. This means that the last six-weeks group will begin in 1957.

Two committees have been appointed by the Council of the Faculty of Education, one to study the Junior E program and the other to study the bachelor of education program, both elementary and secondary routes. It is not likely that much improvement can be made in the Junior E program. It is generally agreed that it is not possible to prepare a teacher in one year after graduation from Grade XII.

One significant change has been proposed for the bachelor of education program, which is, to have the first year of the elementary and secondary routes a common one, so that teachers-in-training may elect their major fields after the first year without penalty. Another change gives a better balance of arts and education subjects in the third and fourth years than there used to be. In the new program, in the third year of the bachelor of education program, out of five courses, three are in education and two in arts and, in the fourth year, two courses are in education and three in arts.

A special committee was set up to study certification of business administration. This committee has not yet made its final report to the Board of Teacher Education and Certification.

The Board of Teacher Education and Certification refused to endorse the Minister's proposals to require all teachers to teach for at least one year following their first year in the Faculty of Education and to exchange personnel between the supervisory staff of the Department of Education and the Faculty of Educa-

tion staff on some kind of a one or two-year basis.

The certification of teachers is of vital importance to the Association. For many years we have urged the Minister and the government to require two years of teacher education before permitting a teacher to take charge of a classroom. In 1956, in the United States, 31 states required four years beyond Grade XII for minimum certification; three states required three years; and three states required two years. Four states required one year only and one state, Nebraska, required less than one year. This means that, in regard to certification of teachers, Alberta, which our Minister says has the best system of certification in Canada, has the same minimum requirements for certification as the lowest state in the whole of the United States.

It has always been the opinion of the Association that the raising of minimum requirements for certification to at least two years of teacher education would, in the long run, increase the supply of teachers, as well as improve the status of the profession.

I hope, and believe, that it will not be long before one of the provinces in Western Canada establishes a minimum of two years of teacher education before any kind of certification. All that is needed is a little vision and courage on the part of one of the ministers of education.

22. Curriculum Committees

The Alberta Teachers' Association has representation on all four major curriculum committees of the department, the General Curriculum Committee, the High School Curriculum Committee, the Junior High School Curriculum Committee, and the Elementary Curriculum Committee. For some years now, the Association has been asking for increased representation on the last three committees. It is hoped that ATA representation on these committees will be increased without further delay.

There is an ever-growing interest in

curriculum work on the part of our members. The Alberta Teachers' Association has ten representatives on the four major committees and there are approximately 120 teachers on sub-committees. In many ATA locals the most active committee, next to the salary committee, is the education committee, which works on local educational projects often for a year and more. I am certain that more curriculum work at the local level is being done than many of us realize. At the last meeting of the ATA Curriculum Committee plans were made to have reports of work being done by locals listed for the information of the other locals in the province.

The ATA Curriculum Committee is responsible for all curriculum resolutions submitted to the Annual General Meeting.

23. Coordinating Committee

The Coordinating Committee, composed of representatives of the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association, held meetings on December 6, 1956 and February 12, 1957. The Association was represented by the president, vice-president, general secretary-treasurer, assistant general secretary, and the executive assistant.

The Committee considered a number of proposed amendments to *The School Act, 1952*, and resolutions submitted by the Alberta School Trustees' Association and by The Alberta Teachers' Association.

I regret to report that little progress has been made in reaching agreement about some of the common problems. For example—

- The Alberta School Trustees' Association wants to abolish the Board of Reference and to set up a board that will hold informal investigations in cases of dismissal. The Alberta Teachers' Association wants no changes in procedures of the Board of Reference.
- The Alberta School Trustees' Association asked to have the regulations

changed to require teachers to resign by June 15. The Alberta Teachers' Association has asked for an extension of time in cases of resignation so that teachers may resign up to August 31 to accept better positions.

- The Alberta School Trustees' Association asked for an extension of the probationary period to include principals. The Alberta Teachers' Association is opposed to probationary periods of any kind.
- Up until this year the Alberta School Trustees' Association has always urged that teachers be removed from *The Alberta Labour Act* and that a commission be set up to establish a provincial salary schedule. Teachers have opposed any changes in their rights to collective bargaining. This year the Alberta School Trustees' Association apparently dealt directly with the Minister of Education and the Cabinet and did not discuss this matter at the meeting of the Coordinating Committee.
- The Alberta Teachers' Association has asked that transfers of teachers be subject to appeal to a neutral party. The Alberta School Trustees' Association wants to have the transfer of teachers subject to the discretion of the school board.
- The Alberta Teachers' Association has requested that school boards be required to have adequate protection for teachers in all cases involving any kind of liability.

Other questions discussed at these meetings include—

- Responsibility of a teacher in case a pupil is injured or becomes ill while in school. It is the opinion of the attorney-general's department that the teacher has the authority and responsibility to act as a reasonable parent would act under the circumstances.
- Responsibility of a teacher in case a member of a police force wishes to question a pupil in school. It is the opinion of our solicitor that it would be advisable to inform the parents and to ask them to assume responsibility

for looking after the interests of their child.

24. Public relations and publicity

Our public relations program has been largely the matter of maintaining relationships with various organizations, sections of the public, and with our own members.

We exchange fraternal delegates annually with organizations such as The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, The Civil Service Association of Alberta, the Alberta Federation of Labour, and the Alberta School Inspectors' Association. In addition, we send representatives to annual conferences of organizations such as the Red Cross and the Alberta School Secretaries Association.

Alberta Teachers' Association representatives attend the annual Canadian Teachers' Federation conference, and last year, we sent a delegate to the inter-provincial conference on Education Week. The four teacher organizations of Manitoba, Saskatchewan, Alberta, and British Columbia meet annually at a Western Conference. Our president and general secretary also attended the Western Conference of Teacher Educators.

We meet the cabinet, and the senior officials of the Department of Education annually to present resolutions and to discuss affairs of concern to the Association. In addition, informal consultations are held from time to time with officials of various government departments.

Representatives of The Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education meet twice yearly in the Coordinating Committee to discuss problems and also resolutions from either the trustees' or the teachers' organization. Discussions with senior officials of the curriculum branch of the Department of Education are carried on through personal contacts and through the ATA Curriculum Committee.

This year, the Executive Council auth-

orized on an experimental basis an official opening ceremony for Education Week in Alberta. The ceremony consisted of a banquet and a program. Dr. W. H. Swift represented the Department of Education, Mr. Solon E. Low was guest speaker, and H. J. M. Ross, our president, acted as chairman. About 300 people representative of municipal councils, school boards, service clubs, and other organizations from southwestern Alberta attended. The Executive Council will consider establishing this public relations activity on an annual basis.

The ATA Banff Conference course in Educational Publicity and Public Relations endeavours to acquaint delegates with effective public relations at a local level. It has placed considerable emphasis in the past on the importance of the individual teacher in public relations.

The ATA Scholarship and Professional Assistance programs are candid demonstrations of the Association's constant effort to raise standards in the teaching profession and to improve the educational services performed by teachers.

Extensive distribution of complimentary copies of *The ATA Magazine* to MP's, MLA's, school superintendents, and others is a part of our public relations. By this means we endeavour to keep influential people informed about our point of view.

During the sessions of the legislature we maintain contact with MLA's by periodic visits to the sessions and through a complimentary dinner tendered by the Association.

Eight regional conferences held throughout the province are used to keep members informed about Association affairs. District representatives hold additional district conferences to discuss matters which concern their groups.

Officers of the Association, district representatives, and administrative officers are called upon to speak to local and sublocal associations, to home and school groups, to trustee groups, and to meetings of other organizations.

Press, radio, and TV releases concern-

ing Association business are prepared by head office, and an effort is made to maintain contact with the Alberta Division of the Canadian Weekly Newspapers Association.

25. Local report forms

Locals are required to send reports and audited financial statements to head office by November 30. Fees are remitted to locals immediately after the reports are received. By March 15, 1957, three locals had not yet sent in their reports.

A form for financial statements has been adopted by the Executive Council for use by local associations in making their reports about finances.

Of the 65 local associations which have reported, 37 have an operating deficit, for the year 1955-56. The deficit in most cases was small, leaving all locals, with the exception of one, with a cash balance on hand.

26. Canadian Education Association

The convention of the Canadian Education Association was held in Winnipeg September 26, 27, and 28, 1956.

It should be understood that the Canadian Education Association is financed, almost completely, by grants from provincial governments and is controlled, almost completely, by the ministers of education, sometimes directly and sometimes through their deputy ministers. Teachers, trustees, superintendents and members of the faculty of education staffs are looked upon, more or less, as 'poor relations'.

In 1956, almost 40 representatives of teachers' associations attended the convention. While the teachers took an active and sometimes prominent part in the discussions, they had little, if anything, to do with the administration of the Association. Teachers may be represented on most committees, but the relationships between the Canadian Education Association and the teachers' associations is quite paternalistic. I believe that the Canadian Education Association needs the assistance and cooperation of

all teachers' organizations to do the kind of work it should be doing.

For about ten years The Alberta Teachers' Association and most of the other provincial associations of teachers have been sending their presidents and secretaries to the annual convention of the Canadian Education Association. The representatives of teachers' organizations have accomplished something during this time. They have had some influence with the Canadian Education Association in the following ways:

- To encourage more teachers to take part in curriculum making at the provincial and local levels,
- To study teacher education and qualifications,
- To investigate the teacher shortage,
- To study educational finance,
- To investigate educational publicity and public relations, and
- To study the problems related to teacher recruitment and retention.

Fifty-six superintendents from the ten provinces in Canada attended the CEA Kellogg Short Course at the University of Alberta, May 14 to June 1. This course was under the direction of Dr. G. E. Flower. The Alberta superintendents who attended were — G. L. Berry, W. R. Dean, S. W. Hooper, C. B. Johnson, O. Massing, E. G. McDonald, J. A. McKay, and H. A. Pike.

27. Western Canada Conference of Teacher Educators

The fourth conference of teacher educators met at the University of British Columbia, May 16, 17, and 18, 1956. H. J. M. Ross and the general secretary represented The Alberta Teachers' Association. This conference was made up of representatives from the four western provinces from teachers' associations, teacher education institutes, and departments of education.

Each province submitted a detailed report of programs in teacher education. The most significant report this year was made by British Columbia, which has recently established a Faculty

of Education in the University, quite similar to the set-up in Alberta. While there are differences in the teacher education programs in the four western provinces, British Columbia, Alberta and Saskatchewan now have faculties of education in their universities responsible for teacher education. Unfortunately, teacher certification is still under the control of the minister of education in each province.

It should be noted that Manitoba does not have a Faculty of Education at the University but has a College of Education responsible for the training of high school teachers only. Last year, the entire staff at Manitoba moved to British Columbia. Neville Scarfe, who was dean of education at the College of Education in Manitoba, is now dean of the Faculty of Education at The University of British Columbia.

Dr. S. W. Steinson of Saskatchewan was elected president for 1957.

28. Other conventions

Representatives of The Alberta Teachers' Association attended the following—

- The Alberta Association of Registered Nurses Convention, Calgary, May 23, 24, and 25, 1956—Mrs. Inez K. Castle-ton.
- The Alberta Federation of Home and School Associations Incorporated Convention, Edmonton, May 9 - 11, 1956—the assistant general secretary and the executive assistant.
- The Alberta School Trustees' Association Convention, Edmonton, November 6, 7, and 8, 1956—H. J. M. Ross, the general secretary, and the assistant general secretary.
- British Columbia Teachers' Federation Workshop, Naramata, B.C., August 19 - 25, 1956—M. W. McDonnell.
- The Civil Service Association of Alberta Convention, Edmonton, November 2 and 3, 1956—W. E. Kostash.
- Conference of Provincial Teachers' Organizations, Ottawa, October 5, 1956—the assistant general secretary.
- Conferences on Teacher Recruitment

and Retention, Calgary, April 20; Medicine Hat, April 21; Grande Prairie, April 28; Red Deer, May 5; and Edmonton, October 20, 1956—H. J. M. Ross attended the Calgary conference and the executive assistant attended all of the conferences.

- Education Communications Service Workshop, Vancouver, June 21 - 30, 1956—the general secretary and the assistant general secretary.

29. In-service education

The first Leadership Course for School Principals was held at Concordia College, Edmonton, July 9 - 27, 1956, as a part of the summer session of the University of Alberta.

Sixty-six principals attended the course, including one representative each from the teachers' associations in Manitoba, Saskatchewan, and British Columbia.

The object of the course was to improve the quality of leadership at the school level and consequently to improve the educational services in Alberta schools.

The Leadership Course for School Principals was a cooperative undertaking with the support of the Alberta School Trustees' Association, The Alberta Teachers' Association, the Department of Education, and the Faculty of Education of the University of Alberta.

The expenses of the principals attending the course were paid by the school boards. A grant to help finance the course was received from the W. K. Kellogg Foundation through the Canadian Education Association. The Alberta Teachers' Association accepted the responsibility of supplying a consultant in group dynamics for the course. Mr. John Amend of Seattle, who is well known to many of the teachers who have attended the Banff ATA Conference, acted in this capacity.

The program was based upon the problems, needs and interest of those attending the course. It was under the official direction of the University of

Alberta but did not carry degree credit—there were no examinations. Walter H. Worth of the staff of the Faculty of Education, University of Alberta, was director.

The second course is planned for 1957 at approximately the same time and again with Walter H. Worth as director.

30. Personal

The names of the teachers who have been granted life membership in The Alberta Teachers' Association and the names of the members of the Association who have died during the last year are reported in the handbook.

31. General

Following is a brief general statement about the status of the Association.

Financially, the Alberta Teachers' Association is in a sound position with a net equity of over \$500,000. This is a large sum of money but not very large if the Association becomes involved in a major dispute.

There seems to be general agreement that the Association is now stronger than at any previous time. Many teachers have spoken about our clearly defined objec-

tives, our awareness of our special interests, and our alertness to recognize the implications of any unfriendly action. Teachers in all parts of this province have expressed their willingness and determination to work together for the Association to maintain the benefits we now enjoy and to add to them.

This idea of all teachers working together to achieve commonly desired objectives has always been the main strength of the Association and the idea is growing stronger every year. Recently, perhaps, the growth has been helped by the opposition of the Alberta School Trustees' Association. Some benefits, or rights, that took years to obtain are now in danger of being lost either in whole or in part. A showdown seems imminent and inevitable. It may come this year or next year. The most important thing is to be ready for any eventuality.

I wish to thank the president and other members of the Executive Council, members of the staff, the councillors, local associations, teachers, and others who have assisted the Association in its work during the year 1956-57.

Respectfully submitted,

ERIC C. ANSLEY

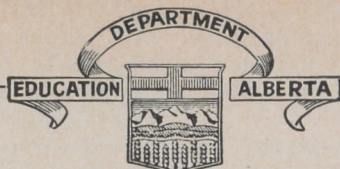
Notice Regarding Amendment Pension Refund Regulations

In accordance with a resolution passed at the 1956 Annual General Meeting, Section 13 of By-law No. 1 of 1948 has been amended, to provide that teachers shall receive as refund all contributions and interest in excess of those for the first two years of service.

The regulation is to become effective August 1, 1957.

All teachers withdrawing from teaching service after August 1, 1957, and all teachers making application for refund after August 1, 1957 will be granted refunds according to the new regulation.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators



Official Bulletin, Department of Education

No. 180

Brief summary of examination results—June 1956

In response to numerous requests the following information on examination results is submitted. If favorably received such information may be furnished each year.

Distribution of Grade XII Candidates According to Subject

Subject	Number of candidates	Percent "B" or higher	Percent "C"	Percent "D"
Biology 32	3,504	59.79	25.48	14.73
Chemistry 30	4,311	60.36	24.68	14.96
English 30	6,216	60.03	25.39	14.58
French 30	3,474	64.77	22.25	12.98
German 30	186	87.63	5.38	6.99
Latin 30	407	65.60	21.87	12.53
Mathematics 30	3,764	60.36	24.47	15.17
Physics 30	2,506	61.70	22.99	15.31
Social Studies 30	6,124	60.08	25.16	14.76

Distribution of 14,716 Grade IX Candidates

Category	Percent Reading Test	Percent Literature	Percent S.S.-Lang. Part B-Lang.	Percent S.S.-Lang. Part A-S.S.	Percent Mathematics	Percent Science
"H"	9.40	9.82	10.05	9.87	10.17	9.46
"A"	26.95	24.84	25.13	26.07	25.45	24.83
"B"	34.13	36.36	34.87	34.10	34.30	36.03
"C"	19.06	18.74	20.10	20.06	19.90	19.98
"D"	10.46	10.23	9.85	9.89	10.18	9.70

Examination time table—1957

The time table for the Departmental Examinations 1957 was published on the Form ExC1 in January. A revised edition

was printed on Form Ex166 and also on Form Ex166A. The revised edition supersedes Form ExC1.

President's Column



May I first express my thanks and appreciation to all members of our Association for the confidence placed in me. It is indeed a great honour to be elected president of the Alberta Teachers' Association, and I shall do my best to conduct Association business in the interests of the teachers of Alberta.

More discussion needed

While the Annual General Meeting is still fresh in our minds, may I thank the executive staff officers for their untiring efforts to make the meeting function smoothly and efficiently.

There was a good attendance of councillors at all sessions. However, there should have been more discussion from the floor. The only subjects which provoked spirited discussion were pensions and the textbook rental plan.

Attend the CTF Conference in Edmonton

The Annual General Meeting endorsed resolutions setting up our policy as a member of the Canadian Teachers' Federation. This policy is the result of the thinking of a number of former ATA representatives to CTF. While the Canadian Teachers' Federation serves a useful purpose as a federation and has the

potential to be of great assistance to provincial organizations, its activities are probably not too well known to many teachers. This year, the CTF Conference will be held in Edmonton, August 13 to 16 inclusive, at the Macdonald Hotel. Why not take this opportunity to attend a few sessions as an observer and gain some first-hand information about our national organization?

Handling curriculum resolutions

I thought that our new policy of dealing with curriculum resolutions was an improvement over the former method, and all local associations should now be aware of any action taken on curriculum resolutions. I feel that a somewhat similiar course of action, which provides for study and report, would also be an improvement in dealing with pension resolutions, most of which require investigation before a wise decision can be reached.

Scholarships

Changes were made in the distribution of the eleven ATA scholarships. Two scholarships offered to graduates from other faculties who wished to enter the Faculty of Education will be withdrawn in future, as we have received no applications for them and a number of government scholarships are available in this field. We are thus able to increase, by one, scholarships to graduate education students and to teachers in the field proceeding to the fourth year in the B.Ed. program at the University of Alberta.

Review structure of AGM

The increasing number of teachers in Alberta results in a larger Annual General Meeting. The Executive Council has been directed to investigate the question of changing the system of representation in order to ensure the efficient operation of future Annual General Meetings.

There is one other matter arising from the Annual General Meeting which I consider very important to the welfare of our Association, and on which I will comment in the next issue.

TABLE OFFICERS



H. J. M. Ross, Eric C. Ansley, Mrs. Inez K. Castleton, and W. D. McGrath.

BADGE OF OFFICE

Past President Lakie presents the AGM gavel to President Ross on the opening day.



THE EXECUTIVE TABLE



N. J. Andruski, W. E. Kostash, F. M. Riddle, R. McCall, M. W. McDonnell, and R. F. Staples.

The 1957 AGM

The fortieth Annual General Meeting of the Alberta Teachers' Association considered 22 reports and 81 resolutions in three days and one evening session. Councillors passed 39 resolutions, tabled 14, defeated 9, and referred 8 to the Executive Council. Eleven resolutions were referred to the ATA Curriculum Committee.

Veteran councillors were agreed that this was one of the quietest AGM's on record. There was an air of decisiveness in the despatch with which debate proceeded on questions involving teachers' welfare and educational standards.

- Highlights for the 212 councillors were
- President Ross's opening address and chairmanship—few of Kim's friends can recall any time when his wit and humor were used to better effect
 - Dr. Coutts's forthright address at the annual banquet
 - Inez Castleton's stamina in chairing both the resolutions and finance committees
 - the pensions debate
 - the insistence that teachers and boards bargain collectively under the provisions of *The Alberta Labour Act*
 - the debate on tenure rights for teachers and principals
 - the robust state of the Association's finances

Seen and heard

- Mayor Hawrelak's urbane address of welcome
- the uniformly excellent attendance of councillors at all sessions
- the absence for the first time in many AGM's of R. E. Shaul and Reg Turner
- five past presidents exchanging notes:

- A. J. H. Powell, F. J. Edwards, E. T. Wiggins, G. S. Lakie, and Lars Olson
- W. J. Cousins, recently appointed acting dean of Lethbridge's infant Junior College
- H. L. Larson, F. Toews, and N. A. M. Knowles, former executive members, renewing acquaintances.
- A. G. Andrews, T. Weidenhamer, G. C. Paterson, and E. Parr of the Alberta School Trustees' Association
- Hon. Anders O. Aalborg, Dr. W. H. Swift, W. E. Frame, and M. L. Watts of the Department of Education
- Mrs. R. V. McCullough of the Alberta Federation of Home and School Associations Incorporated
- mutterings among the scrutineers during the election count on Wednesday as they worked through to 1:30 p.m. in order to complete the count
- Fred Seymour mumbling about flash guns that wouldn't fire
- secretaries wondering how many more pads they would fill
- councillors looking for transportation refunds
- the press and radio table wondering when the next headline would come
- the hotel staff waiting for the Wednesday afternoon session to end

Bits and pieces

- executive member Ralph McCall served notice of joining the ranks of the Benedicts some time soon
- 68 of the AGM councillors were attending for the first time
- 170 had attended five or fewer AGM's
- 20 had attended ten or more
- at 2:45 p.m. of the third day, 201 of the 212 councillors were in attendance

Banff Conference

Alberta Teachers' Association

August 18-25, 1957

Banff School of Fine Arts

Attendance

One teacher appointed by each local association may be registered in the General Course. If facilities permit, additional local representatives, and then individual teachers, will be accepted in order of application.

Locals may also make application* to send a representative to The Alberta Teachers' Association Publications Course. A maximum of 18 teachers will be accepted in order of application.

Applications

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1957.

Fees

A fee of \$52.50 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$51.50. A charge of \$5 covering registration and coffee will be made for those not staying in residence. Reduced rates are in effect for children, according to age. All fees must be sent to head office with each application.

Program

All delegates will meet in general session at 9:30 a.m., Monday, August 19.

Panel discussions will be held on Tuesday and Thursday evenings.

A general session on Saturday morning, August 24, will end the course.

Two half-day group sessions are spent on each topic in the General Course.

The Alberta Teachers' Association Publications Course comprises eight half-day sessions.

General Course topics

- Alberta Teachers' Association Policy and Administration
- Curriculum Development
- Group Dynamics
- Educational Publicity and Public Relations

Special Course topic

- Alberta Teachers' Association Publications

Registration

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 18.

Accommodation

Accommodation at the chalets, Banff School of Fine Arts, is available for delegates and their husbands or wives. Delegates bringing their families will be accommodated if room is available after placement of others.

Application Deadline is June 15

TRF HANDBOOK



Prepared by

THE BOARD OF ADMINISTRATORS
TEACHERS' RETIREMENT FUND



April, 1957

THE HANDBOOK

OF THE



THE BOARD OF ALLEGATIONS

AND THE BOARD OF INVESTIGATION

TRF HANDBOOK

1. Teachers' Retirement Fund Act
2. By-law No. 1 of 1948
3. Questions and Answers
4. Statement of Account



Members of The Board of Administrators

Lars Olson, Chairman

R. D. Henderson, Q.C., Vice-Chairman

Hon. Anders O. Aalborg

A. J. H. Powell



Eric C. Ansley
Secretary-Treasurer

Catherine E. Berry
Assistant Sec.-Treas.



BARNETT HOUSE

9929 - 103 St., Edmonton, Alberta

April, 1957

An Act to Establish a Teachers' Retirement Fund

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

Short Title

1. This Act may be cited as *The Teachers' Retirement Fund Act*.

Interpretation

2. In this Act, unless the context otherwise requires,—

- (a) "Board of Administrators" or "the Board" means the Board of Administrators appointed and constituted under the provisions of this Act;
- (b) "Fund" means the Teachers' Retirement Fund established under the provisions of this Act;
- (bb) "Salary" means all compensation, including any bonus or other allowance, paid to a teacher by the board of trustees of a school division or school district for the discharge of his regular and ordinary duties as teacher, and for such other duties regularly performed by him as in the opinion of the Board of Administrators form a proper part of school activities, whether or not such other duties are extra-curricular;
- (c) "Teacher" means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta, who is employed,—
 - (i) by the board of trustees of a school district or division, constituted under *The School Act*, 1952, in the capacity of
 - (a) a teacher, or
 - (b) a librarian devoting his full time to the work of a school;

- (ii) by the Lloydminster Public School District or the Lloydminster High School District in the capacity of teacher in a school;
- (iii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*;
- (iv) by the Alberta Teachers' Association or by the Board of the Teachers' Retirement Fund.

Application of the Act

3. This Act shall apply to all teachers actually employed in teaching in those school districts or school divisions receiving grants from the Province of Alberta and to any teacher acting as a full-time employee of the Alberta Teachers' Association or of the Board of the Teachers' Retirement Fund.

The Fund

4. (1) The Board is hereby authorized and empowered to establish a teachers' retirement fund to be derived from,—
- (a) gifts and legacies;
 - (b) amounts contributed by or on behalf of teachers as hereinafter provided;
 - (c) interest or other income derived from the fund;
 - (d) contributions from boards of trustees as hereinafter provided;
 - (e) contributions from the Alberta Teachers' Association, or from the Board of the Teachers' Retirement Fund.
- (2) A separate record of the payments into the fund made in respect to each teacher shall be kept by the Board of Administrators of the Fund.
5. (1) Every teacher shall contribute

to the Fund an amount equal to such percent not being less than four percent nor more than seven percent of his salary as a teacher as may be determined by the Board by by-law, in the manner herein provided:

(a) The board of trustees of each and every school district or school division in the Province of Alberta and of the Lloydminster Public School District and the Lloydminster High School District is hereby empowered to retain and shall retain from the salary of each and every teacher the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to the teacher, and all moneys so retained shall be deemed to have been paid on account of his salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained.

(b) The Department of Education is hereby empowered to retain and shall retain, semi-annually at the end of each school term, from the grants payable to each and every school district or school division under *The School Grants Act* in aid of schools organized and conducted under the provisions of *The School Act*, and from the grants payable to the Lloydminster Public School District and the Lloydminster High School District, an amount equal to the amount so required to be retained by the board of trustees from the salaries of all teachers of each school district or school division during each term, and to receive and pay over to the Board for the purposes of the Fund the moneys so retained or received, and all moneys so retained and paid over shall be deemed to have been paid over to and received

by the board of trustees on account of the Legislative grant to the school district or school division for that term.

(bb) Notwithstanding the provisions of paragraph (b) the Minister of Education may authorize in writing any board of trustees to pay the moneys retained pursuant to paragraph (a) directly to the Board of Administrators in which case,—

(i) the board of trustees shall pay the said moneys to the Board of Administrators at such time as the Board of Administrators may appoint in writing; and shall at the same time furnish the Board of Administrators with a complete and accurate record, certified as such by the secretary or other proper officer of the school district or division, and showing the name of each teacher employed by the board of trustees, the amount of the salary of each teacher and such other information concerning any such salary as the Board of Administrators requires, and the Board of Administrators shall on request transmit all such records to the Department of Education.

(ii) the provisions of paragraph (b) shall apply only with respect to any amounts which have been retained by a board of trustees and have not been paid over to the Board of Administrators.

(c) A substitute or temporary teacher as defined in *The School Act* shall not be required to contribute to the fund as hereinbefore provided except when employed for a total of ten days or more in any month.

(d) The Alberta Teachers' Association and the Board of the Teachers' Retirement Fund shall retain from

the salary of each and every teacher employed by the Association or by the Board the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to the teacher and all moneys so retained shall be deemed to have been paid on account of his salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained, and the Association shall pay the moneys which it has retained to the Board of Administrators.

(2) Any teacher who leaves his employment as a teacher for such reason as may in the sole discretion of the Board entitle him to continue his contributions may apply to the Board for permission to continue the same during his absence from his employment and the Board may, for such length of time and on such terms and conditions as it may by by-law prescribe, accept contributions by or on behalf of the teacher not exceeding in any year, such percent as may have been determined by by-law of the Board pursuant to subsection (1), of the annual salary earned by him immediately prior to leaving his employment.

6. Repealed. (1956, Chapter 52)

7. (1) All pension payments that are paid by the Board of Administrators from the Fund and in accordance with this Act and the regulations and the by-laws of the Board of Administrators and that are paid for any month on or after the first day of April, 1956, shall be repaid to the Board of Administrators by the Provincial Treasurer to the following extent:

- (a) pension payments to persons who first became entitled to pensions before the first day of April, 1948, shall be repaid in full;
- (b) pension payments to persons who first became or become entitled

to pensions on or after the first day of April, 1948, shall, to the extent that they represent pensionable service before the first day of September, 1939, be repaid in full, and to the extent that they represent pensionable service on or after the first day of September, 1939, be repaid in half the amount.

(2) Subject to section 7a, the Provincial Treasurer shall, out of moneys appropriated by the Legislature for the purpose, pay over to the Board of Administrators at the end of each month the amounts required to be paid under subsection (1) in respect of pension payments paid during that month.

7a. (1) The money that the Lieutenant-Governor-in-Council has paid since the first day of April, 1948, to boards of school districts and divisions and that has been remitted by or on behalf of such boards to the Board of Administrators for deposit in the Fund, together with the interest that such money has earned, shall, insofar as such money and interest exceeds the amount that the Provincial Treasurer would have paid under clause (b) of subsection (1) of section 7 had that clause been in force on and after the first day of April, 1948, instead of the provisions by which the said money was paid by the Lieutenant-Governor-in-Council, be placed in a reserve account.

(2) The Board of Administrators shall take from such reserve account the moneys payable under section 7 by the Provincial Treasurer, so that no money shall be paid by the Provincial Treasurer under that section until the reserve account, together with the interest that such money has earned is exhausted.

7b. The payment of all benefits payable under this Act, the regulations and the by-laws of the Board of Administrators is guaranteed by the Government of the Province.

Board of Administrators

8. (1) There shall be a Board of Administrators consisting of four members, of whom three shall form a quorum for

the transaction of business, who shall manage, control and administer the said Fund and shall be a body politic and corporate with all the powers and immunities provided by the law for such bodies.

(2) Two of the members of the Board shall be appointed by the Lieutenant-Governor-in-Council in such manner and for such term or terms and at such times as he may determine.

(3) The two other members of the Board shall be teachers and shall be appointed by the Lieutenant-Governor-in-Council, one of whom shall serve until the thirtieth day of June, 1943, and the other of whom shall serve until the thirtieth day of June, 1945, and their successors from time to time appointed shall serve for a term of four years each from the dates at which their respective appointments take effect. The two members so appointed under this subsection shall be nominated by the Executive Council of the Alberta Teachers' Association at least one month before the date on which they shall enter upon their duties as members of the Board of Administrators.

(4) If any member of the Board shall vacate his office or should the office for any reason become vacant, the Lieutenant-Governor-in-Council shall appoint a successor to serve for the unexpired term.

Powers of the Board

9. (1) The Board of Administrators is hereby empowered,—

- (a) to manage, control, invest and administer the Fund and its distribution and to act as and be the trustees thereof;
- (b) to receive moneys therefor whether by way of contribution, gift, grant, legacy or otherwise;
- (c) to appoint, employ, remove and discharge such officers or employees as it may deem necessary for the exercise of its powers;
- (d) to determine who shall be entitled to participate in the Fund and the amount each participant

shall receive, and the manner and times of such receiving;

- (e) to refund and pay to any teacher who has contributed to the Fund, or to his estate, widow or widower, or to his next-of-kin who are members of his immediate family, such sum or sums as it may determine, or to decline to so refund any moneys contributed by any teacher and to regulate the payment out of all moneys belonging to the Fund;
- (f) to enter into any engagement or agreement from time to time to bring about or to facilitate the transferring of any benefit to which any teacher is or may be entitled to in the Fund to any other similar Fund and the transferring to the Fund of the benefits to which any person may be similarly entitled in any other similar Fund; and
- (g) to do all acts and make all such provisions and regulations as shall appear proper and necessary touching the well ordering of all the affairs and business of the Fund and for such purpose or any of them from time to time to pass by-laws and to amend, repeal, add to or re-enact all or any of such by-laws, and such by-laws as long as they shall be in force shall have the same force and effect as if part of the Act and be binding upon all persons to whom they apply;

(1a) Moneys to be invested by the Board of Administrators shall be invested in securities of a kind and in the proportion allowed under the *Canadian and British Insurance Companies Act*.

(2) All regulations and by-laws made, enacted or passed by the Board, before having any force or effect, shall be approved by the Lieutenant-Governor-in-Council and be published once in *The Alberta Gazette*.

(3) On or before the thirty-first day of December of each year the Board shall furnish to the Department of Edu-

cation an audited statement showing the standing of the Fund as at the thirty-first day of August preceding and containing such other information as the Lieutenant-Governor-in-Council may from time to time require.

(4) Without limiting the powers of the Board as otherwise provided in this Act, the Board is hereby authorized to include in its by-laws provisions to the effect that a differentiation may be made in the amounts of the pensions, which shall be granted to teachers after the passing of this Act, according as their service is of a contributory or a non-contributory nature.

9a. The Board, with the approval of the Lieutenant-Governor-in-Council, may enter into a contract with the Administrator constituted pursuant to *The Retirement Pension Act* whereby the Administrator may perform on behalf of the Board any of the functions which he is authorized to perform pursuant to the provisions of the said Act, and in addition to any powers which the Administrator may have under *The Retirement Pension Act* he may exercise on behalf of the Board such of its powers as may be transferred to the Administrator by the contract.

10. Any person required by this Act, or by the regulations or by-laws made hereunder, to furnish any information or make any return or statement in writing to the Department of Education or the Board of Administrators, or to perform

any act or duty, who refuses or neglects to furnish such information or make such return or statement or perform such act or duty, shall be guilty of an offence and liable on summary conviction to a penalty not exceeding fifty dollars, which shall be remitted to the Board and credited to the Fund.

11. Repealed. (1956, Chapter 52)

12. The members of the Board of Administrators shall serve without remuneration, but shall be entitled to receive and shall be paid all necessary and actual expenses including travelling expenses incurred in and about the performance of their duties as such members.

13. All costs and expenses incurred in carrying out the objects of this Act shall be borne and paid out of the Fund.

14. Neither the right of any teacher to receive a payment out of the Fund nor any moneys payable to the teacher under this Act or as advances by way of gratuity, whether made in periodic payments or otherwise, shall be capable of being assigned, charged or anticipated or given as security, nor shall the same be liable to be seized, attached or levied upon by or under the process of any court, and such rights and moneys shall be exempt from the operation of any law relating to bankruptcy or insolvency, and the Board may in its discretion refuse to recognize any power of attorney granted by a teacher with reference to any such payment.

By-Law No. 1 of 1948

As Amended

A By-law relating to the administration of the Fund constituted under The Teachers' Retirement Fund Act, 1939, and amendments thereto.

(By-law No. 1 of 1948 is subject to amendment from time to time as the development of circumstances requires. The following print contains all amendments up to April 1, 1957. It is to be expected that further amendments may be made after that date and you are requested to keep this possibility in mind in making use of the print.)

PART I. DEFINITIONS

1. "Act" means "*The Teachers' Retirement Fund Act*" and amending Acts.

2. "Teacher," "Board of Administrators," "Board," "Fund," and "Salary" shall bear the same definitions thereof as in the Act.

3. (a) "Year" means all of the days in a period of twelve consecutive months computed from the first day of September on which the school wherein the teacher is then teaching is in fact open.

(b) In computing service under this By-law:

(i) The teacher shall in addition to actual teaching time be deemed to have taught upon and contributed to the Fund for all days on which his school is closed by virtue of holidays proclaimed, declared or permitted under *The School Act*, 1952.

(ii) The teacher shall be entitled to have taken into account a part or parts of any such year and to have such part or parts added to a part or parts of any other such year until the aggregate amounts to a full year; and each such part shall be calculated by proportioning the number of days in the period on which the teacher has taught

(including those on which he is deemed to have taught) to the number of days in that year on which the school is in fact open.

PART II.

PENSIONABLE SERVICE

4. (a) "Pensionable service" shall be limited to 35 years and shall be computed only during those years after a teacher has attained the age of 30 and before he has attained the age of 68; and subject thereto:

(i) means those years in which he has contributed to the Fund in accordance with the Act or this By-law in respect to salary earned while in fact engaged in teaching; and,

(ii) if he were employed as a teacher on the 31st day of March, 1939, and contributed to the Fund in that year, means also those years in which he was in fact engaged in teaching in Alberta prior to and computed back from the 31st day of March, 1939, the continuity of which has not been broken by absences in excess of twelve consecutive months, and

(iii) if he were employed as a teacher immediately prior to his enlistment in the Canadian or Allied Forces in the First World War, means

also (but subject to the limitations of the next preceding sub-section) his years of service in those Forces during that war and the period thereafter necessarily required to obtain his discharge.

(b) "Pensionable Service", for the purpose only of computing a normal pension under sections 11 and 14(g), means also one-half of the years before the teacher has attained the age of thirty in which he has contributed to the Fund in accordance with the Act or this By-law with respect to salary earned while in fact engaged in teaching, and also one-half of the years before he has attained the age of thirty in which he was in fact engaged in teaching in Alberta prior to the coming into force of the Act.

5. (a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof during which he was absent from teaching service while serving in the Canadian or Allied Forces during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three percent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half percent per annum, computed from the time or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the fund, and thereupon such years or parts thereof after attaining the age of thirty for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that for the purpose only of computing a normal pension under sections 11 and 14(g), such years or parts thereof prior

to attaining the age of thirty shall also be taken into account in the same manner and to the same extent.

(b) Payment into the Fund under this section shall be on written application to the Board made before the first day of July, A.D. 1952, and shall be in a lump sum or on such terms as the Board may in its discretion direct.

6. A teacher who,—

(a) having been granted a pension under section 11 becomes re-employed as a teacher within one year of the termination of the pension, or

(b) having retired from teaching service before becoming entitled to a pension and not having applied for a refund of his contributions under section 13, becomes re-employed as a teacher within five years of the date of such retirement, if such re-employment is not of a temporary nature

shall be reinstated in the Fund and his pensionable service prior to such retirement shall be taken into account; but in no other case shall pensionable service before such retirement be taken into account.

7. Notwithstanding anything to the contrary contained herein, a teacher who first commences contributing to the Fund after attaining the age of 50 years shall not be eligible for a pension; and in such a case all contributions made by him to the Fund, with the interest credited to his account pursuant to section 20, shall be paid to him (or his legal personal representative) upon written application therefor to the Board within five years from the date of his retirement from teaching service.

PART III.

PENSIONS, INSURANCE AND REFUNDS

8. (a) A normal pension in the case of males shall be an annual amount equal to

(i) Firstly, one and two-thirds percent of the average annual salary

paid to the teacher for the five consecutive years of his pensionable service during which his salary was highest (subject to [b] hereof) multiplied by the number of years of his pensionable service from and after September 1st, 1952, computed to the nearest month thereof, and

(ii) Secondly, one and one-half percent of the said average annual salary multiplied by the number of years of his pensionable service before September 1st, 1952, computed to the nearest month thereof.

(iii) Provided nevertheless that the aggregate of the number of years of pensionable service shall not in any event exceed thirty-five and shall be payable for his life and in any event for five years certain; and in the case of females shall be the actuarial value equivalent of the normal pension for males.

(b) If in the opinion of the Board the teacher received a disproportionately large salary increase for any one or more of such five consecutive years, having regard to the amount of his salary increases in other years, then, and notwithstanding that such increase or increases may have been pursuant to a salary schedule or contractual obligation or otherwise, the Board may in its sole discretion disregard such increase or increases in whole or in part and adjust the amount of the said average annual salary accordingly; and the adjusted amount shall be used in the computation of the normal pension.

9. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.

(b) When the applicant is less than 65 years of age his pension shall be the actuarial equivalent at his age of the normal pension which would have been

payable to him were his age then 65 as determined by the actuarial tables approved for this purpose by the Board; and when the applicant is more than 65 years of age his pension shall nevertheless be determined upon the footing of age 65 except only for the purpose of computing pensionable service in excess of the required 15 years of pensionable service.

(c) Such teacher may, subject to the approval of the Board, elect to take payment of his pension in any of the following alternatives which shall in each case be of an actuarial value equivalent to his normal pension:

(i) a pension payable for the life of the teacher and ceasing at his death, or

(ii) a pension payable for the life of the teacher or a term of years certain whichever is the longer, or

(iii) a pension payable during the joint lives of the teacher and a nominee designated by him which after the death of either shall continue to be paid in the same amount or in an amount of two-thirds or one-half thereof to the survivor for his life, or

(iv) (in cases where the amount of pension will so permit) a pension payable for the life of the teacher, the payments of which will be decreased on and after seventy years of age by the amount of the Old Age Security Allowance which he will prospectively be entitled to on attaining seventy years of age; the payments of pension between the ages of sixty-five and seventy years being increased accordingly.

(d) If the pension granted is payable in any event for a term of years certain, the teacher may designate in writing a beneficiary of such part of the pension as may be payable after his death and may therein specify that it shall be paid to the estate of the beneficiary if he predeceases the teacher; otherwise such

part (if any) shall be paid to the estate of the teacher.

(e) Upon receipt of his application, the Board shall promptly notify the teacher in writing

- (i) of the alternative methods of payment of the pension, and
- (ii) of his right to designate a beneficiary in an appropriate case, and
- (iii) that his election (if any) must be submitted to the Board in writing within thirty days thereof.

In default of a written election within the time limited or if the Board does not approve of the election, the pension shall be paid in the manner provided in section 8.

(f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

10. Any teacher, on and after September 1st, 1953, who has completed not less than twenty years of pensionable service and who retires from such service upon or after attaining the age of fifty-five years may in the discretion of the Board be granted a pension out of the Fund in an amount equal to the actuarial equivalent at his actual age of the normal pension which would have been payable to him were he then sixty-five, as determined by the actuarial tables approved for this purpose by the Board; and the provisions of section 9(f) shall apply to the payment of such pension. Provided, however, that no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund.

11. (a) Any teacher who

- (i) has completed not less than ten

years of teaching service in Alberta (but in respect of teaching service prior to the 31st day of March, 1939, only that period of service the continuity of which has not been broken by absences in excess of twelve consecutive months), and

- (ii) who retires from such service by reason of mental or physical disability or other cause incapacitating him from gainful employment,

may in the discretion of the Board be granted a pension out of the Fund in such an amount not exceeding a normal pension and payable for such period as the Board may in its sole discretion determine; but no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund. In the event the applicant was a patient under *The Mental Diseases Act* following his retirement from teaching service the time during which he was a patient shall be excluded in computing the time within which his application is to be made.

(b) If the disability or other incapacitating cause is permanent such teacher may, subject to the approval of the Board, elect to take payment of the pension in any of the alternatives permitted by section 9(c), except that no nominee shall be designated under (iii) thereof other than a person dependent for support upon the teacher; and in every such case the provisions of section 9(c), 9(d) and 9(e) shall be applicable *mutatis mutandis*. Provided always that the exercise of such election shall not subsequently or in any way limit or affect the power of the Board to vary the amount of or terminate the pension at any time or from time to time nor vest in the teacher any claim to pension beyond the amounts actually received.

(c) The Board may at any time and from time to time require such teacher to attend and to submit to an examination by a duly qualified physician or

surgeon nominated by it; and may require the teacher to pay the expense thereof.

12. Except as hereafter provided, no person receiving a pension shall be paid his pension for any period or periods during which he is re-employed as a teacher except when his pension would have been greater than his salary for such period or periods, in which case he shall receive as his pension the amount of the difference; provided nevertheless that a pensioner who has attained sixty-five years of age may be re-employed as a substitute teacher for a period or periods of not more than sixty days in the aggregate in any school year without his pension being affected thereby.

13. (1) (a) Subject to the provisions of section 7, when a teacher who is not then entitled to be paid a pension under this By-law,

- (i) retires from teaching service, and
- (ii) makes written application to the Board within 5 years from the date of his retirement for a refund of contributions, then the amount of his contributions to the Fund in excess of the first 2 years thereof with the interest thereon credited pursuant to section 20 shall be repaid to him and his rights and interest in the Fund shall thereupon cease.

(b) If such teacher thereafter again contributes to the Fund and subsequently becomes entitled to repayment under this section, the amount previously retained from his contributions shall be taken into account in determining the amount of any subsequent repayment to which he may be entitled.

(c) In the case of reinstatement of a teacher under section 6, the amount repayable to him under this section shall be reduced by the aggregate of pension payments made to him under section 11.

13.(2) (a) Subject to the provisions of section 7 and for the purposes of section 13 (3), when a teacher is not granted a pension under this By-law upon his retirement from teaching service the

amount standing to his credit in the Fund, excluding the interest credited on his contributions in cases other than those provided in (vii) hereunder, shall be paid to him in whole or in part if written application therefor is made to the Board within five years of the date of his retirement, according to the following table:

- (i) upon completing two years or more of teaching service, ten per centum.
- (ii) upon completing three years or more of teaching service, twenty per centum.
- (iii) upon completing four years or more of teaching service, forty per centum.
- (iv) upon completing five years or more of teaching service, sixty per centum.
- (v) upon completing six years or more of teaching service, eighty per centum.
- (vi) upon completing seven years or more of teaching service, the whole.
- (vii) upon completing ten years or more of teaching service, the whole together with such interest thereon as has been credited to his account pursuant to section 20, up to the date of his last contributions to the Fund.
- (b) For the purpose of this section only teaching service shall be:
 - (i) the period computed in accordance with section 3(b) for which the teacher has contributed to the Fund under the provisions of the Act; and
 - (ii) the period of teaching service, if any, prior to and computed back from the date of the commencement of the teacher's contributions to the Fund, the continuity of which has not been broken by absences in excess of twelve (12) consecutive months.
- (c) When such retirement follows upon reinstatement in the Fund under section 6, then the amount payable under this section shall be reduced by

the aggregate of pension payments made to the teacher under section 11.

13. (3) (a) Notwithstanding the provisions of section 13 (1), if a teacher is not engaged in pensionable service in June, 1956, he may apply in the manner and within the time provided by section 13 (2) for a refund of contributions, but without such application no refund shall be made to him.

(b) If the time within which the application is required to be made expires before the first day of August, 1957, and the applicant is otherwise entitled to a refund, it shall be computed and paid under the provisions of section 13 (2).

(c) If the time within which the application is required to be made expires on or after the first day of August, 1957, but the application is in fact made before that date and the applicant is otherwise entitled to a refund, he may stipulate in the application that the refund is to be computed under the provisions of section 13 (2) or under the provisions of section 13 (1) and it shall be computed and paid to him accordingly, except that no payment of a refund computed under section 13 (1) shall be made until after the first day of August, 1957.

(d) In every other case in which the applicant is entitled to a refund under section 13 (3) it shall be computed and paid under the provisions of section 13 (1).

14. (a) If a teacher dies while under engagement as a teacher and

- (i) such engagement was not of a casual nature; and
- (ii) he commenced contributing to the Fund before attaining the age of 50 years; and
- (iii) written application is made therefore to the Board within 5 years of the date of his death;

the Board shall pay to such person within section 9 (e) of the Act as may have been designated by him, or in default of such designation to his estate or to such person within the said section as the Board may in its sole discretion determine, a sum not less than \$200 nor more than \$1,500 computed in other respects

at the rate of \$100 for each consecutive year of teaching service prior to the date of death the continuity of which has not been broken by absences in excess of 12 consecutive months and for which the teacher has contributed to the Fund; and shall also pay to such person the amount to which the teacher would have been entitled as repayment under section 13 (1) if immediately preceding his death he had made a written application to the Board for a refund of contributions.

(b) The teacher may designate his beneficiary by duly executed will or by notice in writing signed by him and one witness and filed with the secretary of the Board prior to his death, and may change his beneficiary from time to time by the same means. Provided that for the purpose of this section the teacher shall be deemed conclusively to have died without designating a beneficiary by will unless the will or a verified copy is filed with the secretary of the Board within six weeks of the date of death or such further time as the Board may in any case resolve upon.

(c) Any such designation shall be null and void by reason of his subsequent marriage or the predecease of the designated beneficiary.

(d) Any notice of change of beneficiary executed and lodged with the secretary of the Board as aforesaid shall operate as a revocation of all instruments of designation executed in points of time before the notice of change.

(e) The Board may require probate of any will before acting on any such designation therein contained.

(f) The amount payable under this section may be paid in a lump sum or in such installments as the Board may direct.

(g) Provided nevertheless that if the teacher's age at the date of his (or her) death exceeds fifty years, and being male leaves his surviving widow or being female leaves her surviving a dependent widower, the sums provided in (a) shall not be paid but there shall be paid to such widow or such dependent widower,

as the case may be, in lieu thereof a pension of the same amount as if the teacher had immediately before his (or her) death been granted a pension payable during the joint lives of the teacher and his (or her) spouse, which after his (or her) death shall continue to be paid in the same amount to the survivor for her (or his) life in accordance with section 9 (c) (iii).

15. (a) The Board shall enter into a reciprocal agreement with The Public Service Pension Board appointed pursuant to the Public Service Pension Act in the terms of a memorandum of agreement bearing date the twenty-seventh day of July, 1954, for the purpose of transferring any credits to which any person may be entitled who is being transferred to or from employment of the Government of Alberta from or to the employment of the employer of a teacher within the meaning of The Teachers' Retirement Fund Act; and may from time to time by resolution agree to any amendment, substitution or revocation of the same or any of its terms.

(b) Upon receipt by the Board of a payment and a statement pursuant to the terms of the memorandum of agreement in respect of a person transferring from employment in the Department of Education of the Government of Alberta to employment as a teacher, the years of pensionable service shown in the statement shall be pensionable service of that person for the purpose of this by-law, and he shall be deemed to have duly contributed to the Fund for such period and shall in all other respects be subject to the provisions hereof.

(c) Any person who, having been a contributor to the Fund, has heretofore transferred to the employment of the Government of Alberta and has been refunded his contributions to the Fund, may, after the Board has received written notice from the Public Service Pension Board pursuant to section 2 (a) of the memorandum of agreement and prior to the thirty-first day of July, 1956, repay the amount of his contributions so refunded with interest thereon at three

per cent per annum from the date of refund until the date of repayment; and thereupon such person shall be fully reinstated in the Fund for the purposes of the memorandum of agreement.

(d) The Board shall do and cause to be done at all times all such acts and things as may be necessary or desirable for the carrying out of its obligations under the said memorandum of agreement and any modifications thereof.

PART IV.

DUTIES OF TEACHERS AND SCHOOL BOARDS

16. (a) Every teacher shall upon becoming a contributor to the Fund deliver to the secretary of the Board an official certificate of the date of his birth, or in case such certificate is not procurable shall deliver a statutory declaration or such other proof of age as may be required by the Board.

(b) In any case where the Board is satisfied after making due inquiry that a teacher who has not delivered an official birth certificate has made any wilful mis-statement in regard to his age, the Board may in its discretion reduce the pension payable to such teacher or may direct the repayment to him of such portion of the amount at his credit in the Fund as it may specify, and upon such payment being made to the teacher his right to any benefit under this By-law shall cease or be adjusted accordingly.

17. The Board may from time to time require any teacher to furnish such information as the Board may deem necessary for the proper administration of the Fund and of this By-law respecting his professional qualifications, teaching service, salary and other matters.

18. Every pensioner shall keep the Board informed at all times of his proper address and shall report to the Board in person or by suitable credentials twice each year and at such other times as the Board may reasonably require.

19. The Board may from time to time

require any board of trustees of any school district or school division to furnish in the form prescribed by the Board such information as it may deem necessary for the purposes of the administration of the Fund and of this By-law, including the date of commencement or termination of engagement of any teacher employed by them, the salary from time to time paid him, the moneys retained from such teacher's salary as contributions to the Fund, the death of any teacher under engagement, and other matters.

PART V.

GENERAL

20. Interest at the rate of three per centum per annum or at such other rate as the Board may by resolution fix from time to time, shall be credited by the Board to each teacher's account on the last day of June and December in each year, computed on the amount to the credit of each account on the next preceding first day of January and July respectively, and in respect of every account such interest shall continue to be so credited until the last interest date preceding the teacher's retirement from teaching service and shall not be deemed to accrue from day to day between interest dates.

21. Whenever in any case a dispute or doubt arises thereon, the Board shall have power in its sole discretion to determine whether any person is a teacher within the meaning of the Act or this By-law, the amount of his salary during any period of time, the extent of his pensionable service, the amount of any

pension or other benefits payable under this By-law, whether a teacher has retired from teaching service and the date of such retirement; and every such determination shall be final.

22. The Board shall cause an actuarial survey to be made of the Fund once in every five years computed from the first day of April, A.D. 1948.

23. Nothing in this By-law shall confer upon any person any right to demand or enforce the payment of any pension, or any benefit arising upon the death of a teacher, or the repayment of any amount contributed to the Fund or the payment of any interest thereon.

24. The Board may at any time review and assess the adequacy of any pension granted out of the Fund prior to the first day of April, A.D. 1948, and report its findings and recommendations in regard thereto to the Lieutenant-Governor-in-Council.

25. The Board may at the end of five years close out the separate record of payments into the Fund made in respect of any teacher whenever such record is no longer required for the due administration of the Fund or of this By-law.

26. This By-law shall be deemed to have been in force on and after the first day of April, A.D. 1948 and shall be applicable in all cases of retirement from teaching service and of death while under engagement on and after that date. The By-laws of the Board as they stood on the 31st day of March, A.D. 1948 as the same may be amended from time to time shall continue to be applicable in all cases of retirement prior to that date.

Board of Administrators

Teachers' Retirement Fund

The following questions and answers are for information only, and are not to be taken as authoritative. *The Teachers' Retirement Fund Act and By-law No. 1 of 1948*, with amendments relating thereto, are the only official and completely dependable statement in all matters of regulations with respect to the administration of the Teachers' Retirement Fund.

A—Act

B—By-law

GENERAL:

1. Q. When did the Retirement Fund begin?

A. *The Teachers' Retirement Fund Act* came into effect April 1, 1939. Contributions to the Fund did not begin until September 1, 1939.

2. Q. Do all teachers pay into the Fund?

A. All teachers engaged as such, for ten days or more in a month, must contribute to the Teachers' Retirement Fund. [A-5(1).]

3. Q. How much does the teacher contribute to the Fund?

A. At the present time, each teacher contributes 5% of his salary to the Fund. [A-5(1).]

4. Q. May a teacher contribute to the Fund, an amount over and above the required 5%?

A. No.

5. Q. Are contributions to the Fund exempt from income tax?

A. Yes.

6. Q. For how long must a teacher contribute to the Fund?

A. Each teacher contributes to the Fund for all of his teaching career. [A-5 (1).]

7. Q. Must a teacher contribute to the Fund after reaching the age of 65, if he is eligible for pension?

A. A teacher engaged as such, after reaching the age of 65, will continue to contribute to the Fund while he is engaged in teaching. [A-5(1).]

8. Q. Must a teacher contribute to the Fund after reaching the age of 65, if he is not eligible for pension?

A. Yes. All contributions will be returned to him, however, together with any interest posted to his account. [B-7.]

9. Q. Does the Government contribute to the Retirement Fund?

A. From April 1, 1948 to March 31, 1956 the Government contributed 3½ % of total salaries. The Teachers' Retirement Fund Act was amended April 1, 1956 to provide that the province will pay all of the monthly pensions to teachers who retired before April 1, 1948. It will also pay, with respect to teachers who have retired since April 1, 1948, all of the monthly pension that is for service before 1939 and one-half the monthly pension that is for service since 1939. This amendment is made retroactive to April 1, 1948, and the money which has been contributed by the Government has been placed in a separate account. When this money has been exhausted, the Government will resume making regular monthly payments.

10. Q. How much money is there in the Fund now?

A. There is an invested capital,

as at August 31, 1956, of \$15,290,324.38.

11. Q. How is the money invested?
 - A. Moneys are invested according to the Canadian and British Insurance Companies Act. Investments may be Canadian, Provincial and Municipal Government bonds, bonds and shares of certain approved corporations, and mortgages on property.
12. Q. What securities are held in trust?
 - A. As at August 31, 1956 the investments were as follows: Government of Canada and Canada Guarantees, \$3,233,500.00; Provincial and Provincial Guarantees, \$6,080,500.00; Municipals, \$4,102,677.49; School Districts, \$1,410,891.95; Bonds and Certificates of approved Corporations, \$3,330,000.00; Preferred and common shares of approved corporations, \$80,000.00; Mortgage on Alberta Teachers' Association Building, \$52,754.94.
13. Q. Who administers the Fund?
 - A. The Fund is administered by a Board of Administrators consisting of four members, two appointed directly by the Lieutenant-Governor-in-Council and two appointed by him on the recommendation of the Executive of the Alberta Teachers' Association. [A-8(1),(2),(3).]
14. Q. Who audits the books?
 - A. The Provincial Auditors do a complete audit each year.
15. Q. Have teachers the right to examine the financial statements?
 - A. Yes. These statements are made available to teachers through their councillors at the Annual General Meeting.
16. Q. If a teacher is only temporarily employed, why must he complete the forms sent out by the Retirement-Fund office?
 - A. Once a teacher contributes to the Fund, no matter for how brief a period, an account and a file are opened in his name. This

account is used when actuarial surveys are made of the Fund, and since these surveys are based upon the age, contributions and service of all teachers who have contributed to the Fund, it is necessary that this information be submitted by the teachers. [A-10; B-16, 17.]

PENSIONABLE SERVICE

17. Q. How is pensionable service defined?
 - A. Pensionable service, except in cases of disability or death [B-11; 14(g)], is the years of teaching service between the ages of 30 and 68. [B-4(a).]
18. Q. May service before *The Teachers' Retirement Fund Act* came into effect be counted as pensionable service?
 - A. Service between the ages of 30 and 68, and before *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service, provided that the teacher was engaged as such on March 31, 1939, and provided that the service was not broken by absences in excess of one year. [B-4(a).]
19. Q. May parts of years be counted as pensionable service?
 - A. All parts of years during which the teacher taught, between the ages of 30 and 68, and before *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service, provided the teacher was engaged as such on March 31, 1939, and his service was not broken by absences in excess of one year, and all parts of years during which he contributed to the Fund, after *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service. [B-3(a)(ii); 4(a).]
20. Q. Is substitute teaching ever counted as pensionable service?
 - A. Yes. If the substitute teacher

teaches ten or more days in a month, and so contributes to the Fund, the number of days he taught forms a part of a year of pensionable service. [B-3(a)(ii); 4(a).]

21. Q. Is service before age 30 ever considered as pensionable service?

A. In calculating a disability allowance, or a pension to the widow of a teacher who died before reaching retirement age, one-half of the teaching service before age 30 is considered as pensionable service. [B-4(b).]

22. Q. May service with the Allied Forces be counted, when calculating a pension or a disability allowance?

A. Full credit is given to service in the First World War, if that service was after age 30, and if the teacher was engaged as such immediately prior to his enlistment. Teachers who were teaching in Alberta immediately prior to enlistment, who served with the Allied Forces in the Second World War, and who returned to the profession in Alberta after discharge, may count one-half of that service which was after age 30, as pensionable service. If they have contributed to the Fund for the years during which they were absent, while serving with the Allied Forces, they may count the whole of that service which was after age 30 as pensionable service. [B-5(a).]

23. Q. What contribution was required for absence while serving with the Allied Forces?

A. The contribution required was 3% of the salary the teacher would have earned during his absence, based on the salary in effect immediately prior to his enlistment, plus interest at the rate of $3\frac{1}{2}\%$ per annum. [B-5(a).]

24. Q. Was it to a teacher's advantage to pay into the Fund, if his

service with the Allied Forces was after the age of thirty?

A. Yes. If he paid into the Fund, all of his service may be considered as pensionable service. If he did not pay into the Fund, only one-half of it may be considered as pensionable service. [B-5(a).]

25. Q. Was it to a teacher's advantage to pay into the Fund if his service with the Allied Forces was before the age of thirty?

A. Service before age thirty is considered in granting a disability allowance, or a pension to a widow. There is also a possibility that the number of years of pensionable service may be increased to more than thirty-five years, by counting, as pensionable service, teaching service between the ages of 25 and 68, instead of between the ages of 30 and 68 as at present. [B-5(a),(b).]

PENSIONS:

26. Q. When may a teacher retire?

A. A teacher may retire upon or after reaching age 60. There is no age at which he is required to retire. *The School Act* states that a teacher's contract and engagement shall terminate on the last day of August following the attainment of his sixty-fifth birthday, but the school board may continue to employ him as a temporary teacher. [B-9(a).]

27. Q. Can a teacher receive a pension before age 65?

A. Yes. If he has attained the age of 60, and has completed not less than 15 years of pensionable service, he is entitled to a pension. It will be the actuarial equivalent of what he would receive if he were then age 65. [B-9(a).]

28. Q. How is the pension calculated?

A. A normal pension to a male teacher retiring at age sixty-five or more, is $1\frac{2}{3}\%$ of his

average salary for the five consecutive years of pensionable service during which his salary was highest, multiplied by the years of pensionable service since September 1, 1952, plus 1½ % of his average salary for the five consecutive years of pensionable service during which his salary was highest multiplied by the years of pensionable service before September 1, 1952, and to a total of thirty-five years of pensionable service. A female teacher receives the actuarial equivalent of this amount.

29. Q. If a teacher has full pensionable service and an average salary for his best five year period of \$5,000, what pension will he receive?

A. A male teacher with such service and salary, retiring at age sixty-five in 1957, will receive a normal pension of \$2,666.67 a year, the value of which is \$31,760.04. A female will receive a normal pension of \$2,318.25 a year, the value of which is \$31,760.04.

30. Q. What is meant by a Normal Pension?

A. A Normal Pension is the basic pension from which all other forms of pension are determined. It is a pension payable for life, guaranteed for five years.

31. Q. Do women receive the same pension as men?

A. The yearly amount of pension paid to a woman of the same age and with the same service and salary as a man, is less than that paid to a man. This is due to the longer expectancy of life for women. The cash value of the pension at the date of retirement is the same. [B-8(a).]

32. Q. How much does it cost for a pension of \$600 a year, \$1,200 a year, \$1,800 a year, \$2,400 a year, and \$3,000 a year?

A. The cost of a Normal Pension to

a teacher retiring at age 65 is as follows:

	Male	Female
\$ 600 per year—	\$ 7,146	\$ 8,220
1,200 per year—	14,292	16,440
1,800 per year—	21,438	24,660
2,400 per year—	28,584	32,880
3,000 per year—	35,730	41,100

33. Q. Who is eligible for a teacher's pension?

A. A qualified teacher, authorized as such to teach in the Province of Alberta, having met the requirements of *The Teachers' Retirement Fund Act*, is eligible for pension benefits. [A-2(c); B-9(a).]

34. Q. If a teacher retires before age 65, is he entitled to a full pension?

A. No. He would receive an actuarially reduced pension. [B-9(b).]

35. Q. What are the minimum years of service required for granting a pension?

A. Fifteen years of pensionable service are required for a normal pension. Ten years of teaching service are required for a disability allowance. [B-9(a); 11 (a).]

36. Q. What does "actuarial equivalent" mean?

A. Interest, present value, and life expectancy enter into the definition of "actuarial equivalent." An amount of money which is to become payable at age 65 has a "present value" at any earlier age. This value is less than the value at age 65 because the money will earn interest for a shorter period. The amount of annuity, which this "present value" can provide, depends upon "life expectancy" of the annuitant. If two men, age 60 and 65, both have \$1,000 to buy a life annuity to commence immediately, it is to be expected that

the man who is 65 years old will receive a larger annuity, because it will be paid for a shorter length of time than the annuity to the man who is 60 years old. The total values of the pension payments will be equal if both men live their exact life expectancies, and the pensions are "actuarially equivalent." Similarly, if two annuitants aged 65, one male and one female, both have \$1,000 to buy annuities, the male will receive a larger monthly payment because, on the average, the female will live longer and so receive a larger number of payments. Again, the total value of payments made will be the same and the pensions are "actuarially equivalent."

37. Q. What are the pension plans from which a teacher may choose?

A. The alternative pensions offered to retiring teachers are:

(a) A pension payable during the lifetime of the teacher only.

(b) A pension payable during the lifetime of the teacher, guaranteed for five years certain. (Normal Pension.)

(c) A pension payable during the lifetime of the teacher, guaranteed for ten years certain.

(d) A Joint Life and Last Survivor pension:

(i) payable in an equal amount to the death of the last survivor, or

(ii) payable during the lifetime of both, to be reduced by one-third after the first death, or

(iii) payable during the lifetime of both, to be reduced by one-half after the first death.

(e) A teacher who is 65 and who elects one of the first three alternatives may elect to have his pension integrated with

the Old Age Security Allowance.

The choice of pension must be approved by the Board of Administrators. [B-9(c).]

38. Q. How does a teacher decide which pension plan to select?

A. The plan selected should depend upon the teacher's circumstances, his private income, if any, the number of his dependents, etc.

39. Q. When does the pension begin?

A. Payment of the pension will begin on the last day of September following his retirement, or on the last day of the month following the month in which application for pension was received. [B-9(f).]

40. Q. Must the teacher apply for the pension?

A. Formal application must be made before any pension may be granted. Forms for this purpose may be obtained from the office. The payment of the pension will begin as from the first day of September or the first day of the month following that in which application was received.

41. Q. For how long will the pension be paid?

A. Pensions are paid to the date of the death of the retired teacher. If the teacher has elected a guaranteed form of pension, and if he should die before that period has expired, the pension will be paid to his beneficiary for the balance of the guaranteed period. [B-9(d).]

42. Q. May teachers retire at age 55?

A. A teacher with twenty years of pensionable service may retire at age 55 and apply for pension. Granting of such pension, however, is at the discretion of the Board of Administrators. [B-10.]

43. Q. Is there a Means Test required before a pension may be granted?

A. No.

44. Q. May a teacher work after being granted a pension?

- A. A retired teacher may take any employment, other than teaching in Alberta public schools, and continue to receive his pension.
45. Q. May a teacher return to teaching after being granted a pension?
- A. If he teaches in a public school of Alberta he will receive only that portion of pension which exceeds his earnings. However, if the teacher was sixty-five years of age or more at the date of his retirement, he may teach up to sixty days in a school year without any reduction in his pension. If he teaches more than sixty days in a school year his pension will be reduced by the amount of salary he earns in each month, after the sixty days have been completed.
46. Q. May a teacher live in any other province or country and receive his pension?
- A. Yes. The pension will be payable in Canadian currency, regardless of where the teacher lives.

DISABILITY ALLOWANCE:

47. Q. If a teacher becomes disabled, may he receive a pension? How much will it be?
- A. A teacher who becomes totally disabled, to the extent that he cannot obtain gainful employment, and who has at least ten years of teaching service to his credit, may apply to the Fund for a disability allowance. The amount of this allowance will depend upon his years of service, the salary earned during that service, and his age at the time of his withdrawal from teaching. [B-11.]
48. Q. If a teacher is granted a disability allowance, may he elect to receive any one of the alternative pension plans?
- A. If the disability is permanent, a teacher granted a disability allowance may elect to receive his

allowance under any of the alternative plans. [B-11(b).]

49. Q. If a teacher returns to teaching, after being on disability allowance, what happens to his account and his accrued benefits in the Fund?
- A. If a teacher, who has been granted a disability allowance, regains his health and returns to the profession, he may apply to the Board for reinstatement in the Fund, and the Board, according to its judgment, may direct such reinstatement, and thereupon the teacher's pensionable service prior to receiving the disability allowance shall be taken into account upon his subsequent retirement. [B-6(a).]

BENEFITS TO WIDOWS:

50. Q. If a teacher dies before retirement, does his widow receive any benefits?
- A. Should a teacher die while engaged as such, and before having reached the age of retirement, there is payable to his beneficiary, the amount standing to the credit of his account, plus death benefits of \$100 for each year he has contributed to the Fund, to a maximum of \$1,500. [B-14(a).]
51. Q. How old must a teacher be before his widow can receive a pension?
- A. If at the date of death, the teacher's age exceeds 50, a pension may be granted to the widow in such amount as if, immediately prior to his death, the teacher had retired and been granted a pension, and had elected to receive a Joint Life and Last Survivor pension plan, payable in an equal amount to the death of the last survivor. [B-14(g).]

REFUNDS:

52. Q. If a teacher retires at age 65, or more, without being eligible for a pension, what disposition is

made of the money which he has contributed to the Fund?

- A. A teacher retiring at age 65, or more, without being eligible for a pension, receives a refund of all contributions and interest to the credit of his account. [B-7.]
53. Q. If a teacher withdraws from the profession what refund may he receive?
- A. At present, a teacher who withdraws from teaching may receive a refund, in whole or in part, of the contributions standing to the credit of his account. The amount of the refund is on a percentage basis, as follows:

Years of teaching service	Refund
2 yrs.	10%
3 "	20%
4 "	40%
5 "	60%
6 "	80%
7 "	100%
10 "	100%
(or more)	(plus interest)

Beginning August 1, 1957 teachers will receive as refund all contributions and interest in excess of those for the first two years. [B-13(1) (2) (3).]

54. Q. If a teacher leaves the profession without taking a refund, what disposition is made of the amount standing to the credit of his account?
- A. If a teacher withdraws from teaching without obtaining a refund, his account is left open for a period of five years. [B-25.]
55. Q. If a teacher dies, who receives the money standing to the credit of his account?
- A. If a teacher dies, the amount standing to the credit of his account is payable to his designated beneficiary, or to his widow or to his estate. [B-14(a).]
56. Q. How much insurance is there in connection with the Fund?

- A. Death benefits are payable according to the number of years the teacher has contributed to the Fund, being not less than \$200 and not more than \$1,500, computed in other respects at the rate of \$100 for each year of contributions. [B-14(a).]

LEAVE OF ABSENCE:

57. Q. How does a leave of absence affect a teacher's benefits in the Fund?
- A. A teacher may not count leave of absence as pensionable service.
58. Q. May a teacher pay into the Fund while on leave of absence?
- A. The only period of absence for which a teacher could contribute to the Fund, was for the period while serving with the Allied Forces during the Second World War. [B-5(a).]
59. Q. How does sabbatical leave affect a teacher's benefits in the Fund?
- A. A teacher may not count sabbatical leave as pensionable service.

RECIPROCAL ARRANGEMENTS AND TRANSFERS

60. Q. If a teacher transfers to the Department of Education may he transfer the amount to his credit in the Teachers' Retirement Fund and all, or part of his accrued benefits?
- A. A teacher who transfers to service with the Province of Alberta may apply to the Public Service Pension Board to have his contributions to the Teachers' Retirement Fund transferred to the Public Service Pension Fund. A teacher transferring from the Department of Education to service in a public school in the Province of Alberta, may apply to the Board of Administrators, Teachers' Retirement Fund for transfer of his contributions from the Public Service Pension

Fund to the Teachers' Retirement Fund.

61. Q. May a teacher transfer the amount to his credit in the pension fund of another province to the Teachers' Retirement Fund?
- A. There is no provision for such transfer for a teacher coming to Alberta from another province.

INTEREST:

62. Q. What interest do the teacher's contributions earn in the Fund?
- A. At present, interest at the rate of 3% is posted to the teacher's account semi-annually. [B-20.]
63. Q. If a teacher withdraws from teaching without taking a re-

fund, will interest continue to be added to his account?

- A. Interest is posted to the teacher's account to the date of his withdrawal only. [B-20.]
64. Q. May a teacher obtain the Old Age Pension, in addition to the pension paid by the Retirement Fund?
- A. A teacher in receipt of a pension from this Fund may apply to the Government for the Old Age Security Allowance payable at age 70. If he applies for a pension before age 70 he must take a Means Test.

BOARD OF ADMINISTRATORS

Teachers' Retirement Fund

STATEMENT OF ACCOUNT OF

Mr. John Doe

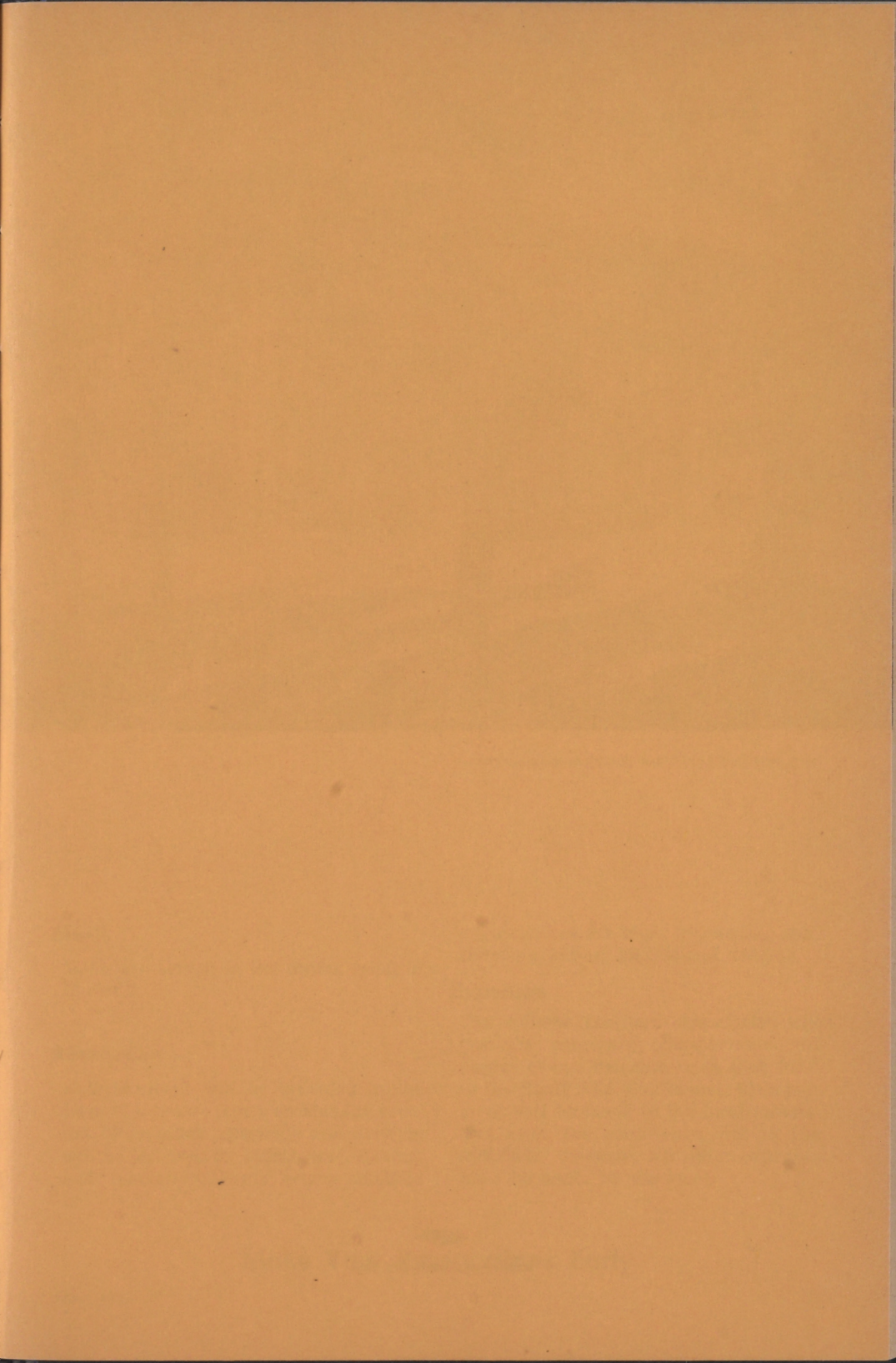
BARNETT HOUSE
9929 - 103 STREET
EDMONTON
ALBERTA

POSTING DATE	PERIOD	RECEIPT NO.	A.T.A. FEES	SUPP. PENSION	CONTRIBUTION	BALANCE
(1)	(2)	(3)	(4)	(5)	(6)	(7)
JAN 56	SEP 55	207.28	2.50		15.20	
	OCT	208.75	2.50		15.20	
	NOV	210.50	2.50		15.20	1,332.62
(8) MAR 56	DEC IN				18.48	1,351.10
APR 56	DEC	214.14	2.50		15.20	
	JAN 56	215.02	2.50		15.20	1,381.50
	FEB 56	216.93	2.50		15.20	
JUN 56	MAR	218.31	2.50		15.20	
	APR	220.35	2.50		15.20	
	MAY	221.25	2.50		15.20	
(9) AUG 56	JUN IN				15.20	1,442.30
SEP 56	JUL 56	223.04	5.00		20.26	1,462.56
NOV 56	AUG	226.78	2.50		30.40	1,492.96
					15.30 (10)	1,508.26

Statement of Account

Each year, the Board of Administrators, Teachers' Retirement Fund mails a Statement of Account to each teacher who contributed to the Fund in the school year which ended the preceding August 31. The Statement of Account is a carbon copy of the postings made to the teacher's account during that school year, and shows the total of contributions and interest to his credit at August 31. The following example is to assist the teacher in studying the statement he has received.

1. The month and year in which the contributions were actually posted to the account—this is for the convenience of the Teachers' Retirement Fund office when checking accounts
2. The period for which the contribution was made
3. The number of the receipt issued to the school board when payment was made to the Teachers' Retirement Fund—this is for reference in the Teachers' Retirement Fund office
4. The monthly Alberta Teachers' Association fee deducted from the teacher's salary—this is for the teacher's information
5. For the Supplementary Pension Fund, discontinued as at February 29, 1956
6. The teacher's monthly contribution to the Teachers' Retirement Fund—this is the only column which is totalled
7. The total of contributions and interest to the teacher's credit, as at August 31, 1955
- 8., 9. Interest posted to the account as at December 31, 1955 and interest posted to the account as at June 30, 1956 (interest at 3% per annum compounded semi-annually on balances at June 30, 1955 and December 31, 1955)
10. The total of contributions and interest to the teacher's credit as at August 31, 1956





COMMERCIAL PRINTERS LTD.



—Administration Building, Banff School of Fine Arts

Meals

Meals are served in the dining room of Chalet 2.

Recreation

Entertainment will be provided in the form of a square dance on Monday evening. Wednesday afternoon and evening will be left free for sightseeing, fishing, and relaxation. Banff offers splendid

opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the Banff ATA Conference. This payment will be made to the local association after the conference, not to the individual delegate. All other expenses must be borne by the local.

Make Your Reservations Early

Executive Council *The Alberta Teachers' Association* *1957-58*

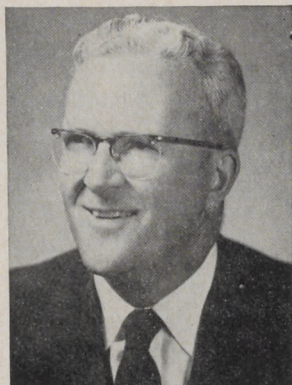
Table and Executive Officers



W. D. McGRATH
Vice-President



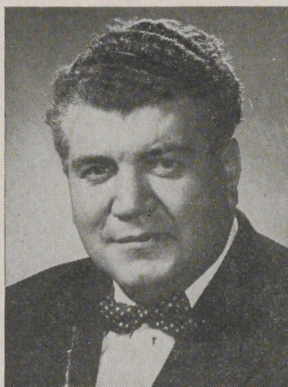
INEZ K. CASTLETON
President



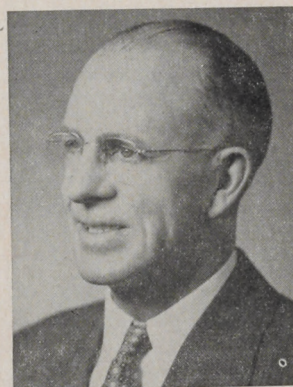
ERIC C. ANSLEY
General Secretary-Treasurer



F. J. C. SEYMOUR
Assistant General Secretary



H. J. M. ROSS
Past President

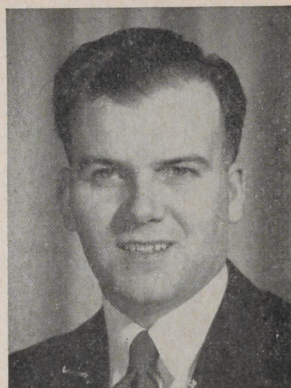


W. ROY EYRES
Executive Assistant

District Representatives



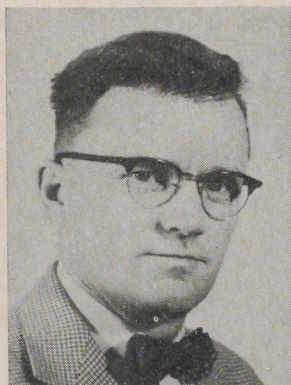
F. M. RIDDLE
Southeastern Alberta



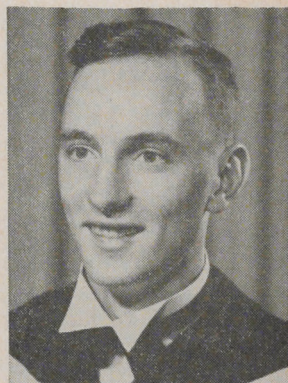
R. B. McINTOSH
Southwestern Alberta



EVA JAGOE
Calgary City

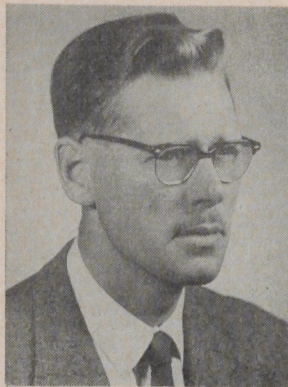


J. D. McFETRIDGE
Central Eastern Alberta

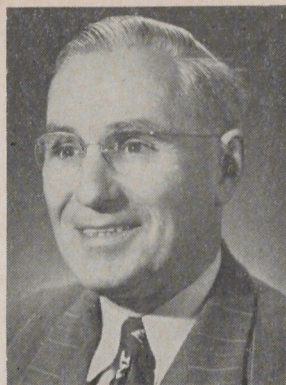


R. L. McCALL
Calgary District

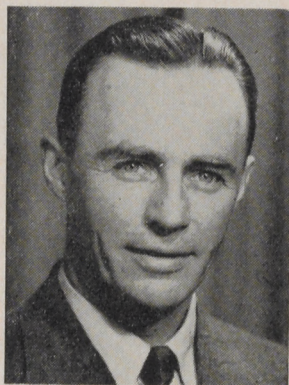
District Representatives



A. D. G. Yates
Edmonton City



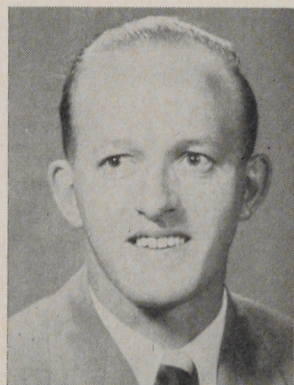
D. A. PRESCOTT
Central Western Alberta



R. F. STAPLES
Edmonton District



A. J. SHANDRO
Northeastern Alberta



R. E. BEAN
Northwestern Alberta

Resolutions Adopted by the Annual General Meeting, 1957

C 8/57 **BE IT RESOLVED**, that the Executive Council advise all members not to accept employment as sub-examiners in 1958, unless satisfactory rates of remuneration are negotiated by The Alberta Teachers' Association.

C11/57 Whereas; Section 360 of *The School Act, 1952*, as amended, is complicated and difficult to interpret,

BE IT RESOLVED, that The Alberta Teachers' Association take the necessary steps to have this section reworded and clarified so that any teacher who is ill, will definitely be entitled to the full 20 days of sick leave, during any one year.

C19/57 **BE IT RESOLVED**, that, in order for teachers to make better use of The Alberta Teachers' Association Library, head office send a library catalogue to each school, early in the fall term.

C20/57 **BE IT RESOLVED**, that The Alberta Teachers' Association is opposed to having principals and teachers responsible for any administration of any textbook rental plan adopted by a school board or the Department of Education.

C22/57 **BE IT RESOLVED**, that The Alberta Teachers' Association ask the Government of the Province of Alberta to provide more extensive financial assistance to teachers who wish to improve their qualifications.

C25/57 **BE IT RESOLVED**, that the Executive Council investigate the possibility of inviting a European educational authority to speak to Alberta conventions.

C26/57 **BE IT RESOLVED**, that The

Alberta Teachers' Association favours having teachers encourage student participation in athletics, cultural activities, and other extra-curricular activities.

C27/57 Whereas; at several teachers' conventions during the past year, the Minister of Education has requested that individual teachers contact him with regard to pensions,

BE IT RESOLVED, that this Annual General Meeting express its disapproval of such irregular action by the Minister of Education.

C29/57 **BE IT RESOLVED**, that the Executive Council request an actuarial report on the effect on the Teachers' Retirement Fund of permitting a teacher returning to service, to repay into the Fund moneys which have been withdrawn, to re-establish past pensionable service.

C30/57 **BE IT RESOLVED**, that this Annual General Meeting favours the retention of the five-year period instead of the twenty-five month period of permitted absence without loss of pensionable service under the teachers' retirement plan.

C31/57 **BE IT RESOLVED**, that this Annual General Meeting endorse an amendment to the pension by-laws, so that every teacher retiring after March 31, 1957, shall be credited with all the years he has taught in Alberta between ages thirty and sixty-eight, without respect to gaps in service, and further

BE IT RESOLVED, that this Annual General Meeting endorse an amendment to the pension by-laws so that no teacher

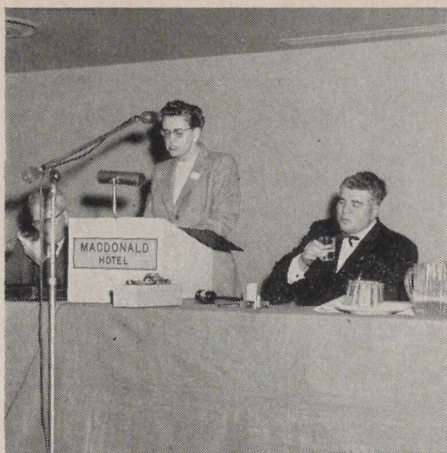
who has pensionable service prior to 1939 shall be denied a pension under the terms of Section 7 of the by-laws, provided any additional cost be borne by the Government of the Province of Alberta.

C34/57 Whereas; some school boards place teachers of long service on the maximum salary at age sixty, if they have not already reached that step, and Whereas; salary for the purpose of calculating a teacher's contribution to the Teachers' Retirement Fund is defined as all remuneration for teaching service, and

Whereas; the Board of Administrators, Teachers' Retirement Fund, reserves the right to disregard disproportionately large salary increases when calculating pensions,

BE IT RESOLVED, that the contributions based on this "disproportionately large salary in-

I MOVE, MR. McINTOSH SECONDS



Mrs. Castleton placing a resolution before the AGM.

crease" be returned with interest at the retirement of those teachers so affected.

C35/57 Whereas; the shortage of teachers continues to be a problem, and

Whereas; many retired teachers would be willing to teach regularly on a part-time basis,

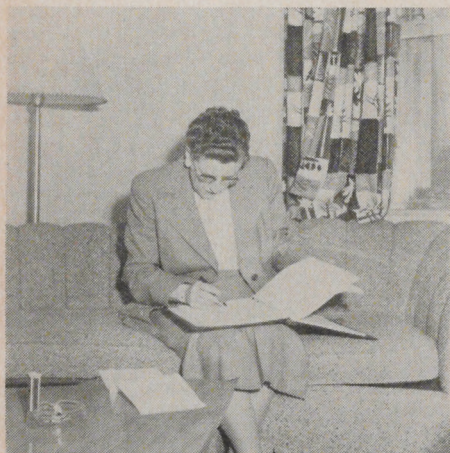
BE IT RESOLVED, that By-law No. 1 of 1948 be amended as to Section 12 thereof, by substituting the word "eighty" for the word "sixty".

C36/57 Whereas; considerable concern is evident among teachers respecting the interpretation of *The Teachers' Retirement Fund Act*, **BE IT RESOLVED**, that a pamphlet, explaining the Act in clear and simple wording, be prepared and distributed to all teachers.

C44/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P8/21—

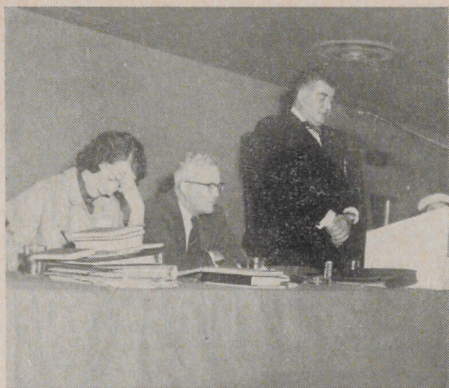
"**BE IT RESOLVED**, that the policy of The Alberta Teachers' Association, as a member of the

PREPARATION



Mrs. Inez K. Castleton as chairman of the resolutions and finance committees prepares for session.

YOU HAVE HEARD THE MOTION



Mrs. Reynolds, AGM secretary, Eric Ansley, and H. J. M. Ross during sessions.

Canadian Teachers' Federation, be that:

- (a) the Canadian Teachers' Federation function as a federation of provincial associations and that, as a federation, it deal with provincial associations and not with members of provincial associations;
- (b) the Canadian Teachers' Federation render reasonable assistance to provincial associations upon request;
- (c) the Canadian Teachers' Federation maintain services to aid provincial associations in the following fields: pensions, salaries, tenure, legislation and regulations, teacher education, collective bargaining, curriculum, federal aid, communications, and educational finance; and
- (d) standing and special committees have representation on a geographical basis, as far as possible."

C45/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P11/55—

"BE IT RESOLVED, that The Al-

berta Teachers' Association continue to award eleven annual scholarships in the amount of \$500 each, as a tribute to the honorary life members of The Alberta Teachers' Association, and that the scholarships be granted as follows: three to graduate students in education; four to education students at the completion of the third year in the bachelor of education program at the University of Alberta and continuing in the University of Alberta for the fourth year of teacher education; and four to teachers in the field who have completed three years of teacher education and are proceeding towards the fourth year in the bachelor of education program at the University of Alberta; such scholarships to be granted upon application and according to the regulations approved by the Executive Council of The Alberta Teachers' Association."

EDMONTON PONDERS



Glyn Roberts and Pat George of Edmonton in a buzz session.

C46/57 **BE IT RESOLVED**, that resolution P12/55 be amended as follows:

- (a) that the words, "be of the single salary schedule type and", be inserted after the words, "that all agreements";
- (b) that clause (1)(f) be reworded to read, "equal pay for equal professional education and teaching experience";
- (c) that a new clause reading, "Provision for appointment of an adequate number of supervisory personnel", be added as clause (6), and the remaining clauses be renumbered accordingly;
- (d) that present clause (6) be reworded to read, "Provision for adequate time during the school day for administration and supervision and for preparation of material for classroom work by principals, assistant principals, vice-

- principals, and teachers";
- (e) that present clause (11) be reworded to read, "Provision for travelling allowances for teachers travelling on school business";
- (f) that a new clause reading, "Provision for adequate liability insurance for teachers", be added as clause (20);
- (g) that a new clause reading, "Provision for membership in The Alberta Teachers' Association as a condition of employment", be added as clause (21);
- (h) that a new clause reading, "Provision for a procedure for transfer of teachers", be added as clause (22); and
- (i) that present clause (19) be renumbered (23) and amended to read, "Provision for any other regulations which concern teacher-board relationships".

UNIVERSITY OF ALBERTA EVENING CREDIT PROGRAM

1957 - 1958

Revised List of Courses

EDMONTON:

Accounting 1, 52; Business Administration 55; Biology 41; Classics 53; Economics 1, 61; Education 330, 492, 576, 580; English 2; Geography 1; History 59, 75; Mathematics 42; Philosophy 40.

CALGARY:

Accounting 1; Education 328; History 56; Philosophy 40

CAMROSE:

English 2

HOLDEN:

History 58

LETHBRIDGE:

History 58

MEDICINE HAT:

Mathematics 5

RED DEER:

English 2

VEGREVILLE:

Education 492

ANNOUNCEMENT: Available June 1 from the Registrar,
University of Alberta, Edmonton

REGISTRATION DEADLINE: September 10, 1957

*For further information write: The Director, Evening Credit Program,
University of Alberta, Edmonton.*



A. J. Styra of Thorhild confers with H. B. Myers of Taber and others.

C47/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P22/56—

“BE IT RESOLVED, that The Alberta Teachers’ Association request that the Canadian Teachers’ Federation seek changes in legislation to have allowed as deductible from taxable income expenses which are incurred by a teacher in the discharge of professional duties, such as:

- (a) expenses re refresher courses,
- (b) costs of professional books and magazines,
- (c) expenses in attendance at conventions, and
- (d) expenses when living away from home while marking examination papers.”

C48/57 **BE IT RESOLVED**, that resolution P25/55 be amended as follows:

- (a) that the words, “minimum essentials for elementary and secondary education be replaced by the words, “essential for education”;
- (b) that clause (1) be deleted and the other clauses renumbered accordingly;
- (c) that the first part of the present clause (2) be reworded

to read, “Adequate grants in aid of education to include”;

(d) that the present clause (7) be reworded to read, “Security of tenure, including the right to appeal in all cases of dismissal or transfer”.

C49/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P26/55—

DISCUSSION, DISCUSSION—



G. S. Lakie hears the views of a councillor.

“BE IT RESOLVED, that The Alberta Teachers’ Association continue its professional assistance program by using the \$5,000 previously appropriated from current revenue, to make available loans to a maximum of \$800 each as financial assistance to teachers to enable them to continue their intramural program in the Faculty of Education, University of Alberta, and further

BE IT RESOLVED, that such loans be made available interest free, but insured against loss due to death or disability at the cost

of the borrower, and in accordance with other regulations as approved by the Executive Council."

C50/57 **BE IT RESOLVED**, that resolution P27/53 be deleted from Association policy.

C51/57 **BE IT RESOLVED**, that resolution P30/56 be deleted from Association policy.

C53/57 **BE IT RESOLVED**, that resolution P36/55 be amended by deleting all the words following, "The Alberta Teachers' Association", and replacing them with the words, "is in favour of school boards appointing assistant superintendents".

C54/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P38/53—

"**BE IT RESOLVED**, that remuneration for teachers setting or marking examination papers or acting on departmental committees be their expenses and professional salaries, and further

BE IT RESOLVED, that The Alberta Teachers' Association be instructed to enter into negotiations on behalf of such teachers."

TWO ATA STALWARTS



H. J. M. Ross and W. J. Cousins of Lethbridge after hours.

C55/57 **BE IT RESOLVED**, that the "resolved" clauses in resolution P54/54 be reworded to read—
"**BE IT RESOLVED**, that no local fees be remitted by head office until receipt of the local association's annual report form, accompanied by an audited financial statement (which is requested by December 1, each year), and further

BE IT RESOLVED, that head office remit local fees twice yearly according to receipts from school boards as at May 31 and November 30, each year."

LET'S LOOK AT IT—



Eric Ansley and Howard Larson confer after sessions.

C56/57 **BE IT RESOLVED**, that resolution P55/55 be amended by deleting clause (c) and renumbering clause (d) as (c).

C57/57 **BE IT RESOLVED**, that resolution P57/54 be amended by deleting the words, "the function of which would be to advance education on a national basis".

C58/57 **BE IT RESOLVED**, that The Alberta Teachers' Association ask the Department of Education to

amend *The School Act, 1952* to provide that:

- (a) all dismissals of teachers, principals, vice-principals, and assistant principals be subject to appeal to the Board of Reference,
- (b) a school board may terminate the contract of a teacher, principal, vice-principal, or assistant principal at any time, except in July or August, by giving thirty days' notice in writing, but subject to appeal to the Board of Reference, and
- (c) a teacher, principal, vice-principal, or assistant principal may terminate a contract with a school board at any time, by giving thirty days' notice in writing, but subject to appeal to the Board of Reference except for notice given in the months of June and July.

C59/57 **BE IT RESOLVED**, that resolution P64/54 be amended by deleting the words, "deplores the conditions attached to the granting of bursaries and".

C60/57 **BE IT RESOLVED**, that the following resolution be substituted for resolution P66/54—

"**BE IT RESOLVED**, that The Alberta Teachers' Association request the Government of the Province of Alberta to make a comprehensive survey of education in Alberta, under the direction of the Alberta Advisory Committee on Educational Research, which would include: objectives of education from Grade I to Grade XII, correlation between achievement and objectives, evaluation of achievement on the basis of objectives, establishment of achievement levels, correlation of theory and practice, school buildings and equipment, school finance, teacher education, promotion policies, ex-

PENSION PROBLEMS



Lars Olson, chairman of the Board of Administrators, discusses the pension report with A. J. H. Powell, the other teacher representative on the Board.

ceptional children, gifted children, guidance, certification of teachers, and other related fields."

C61/57 Whereas; the present system of education demands an adequate source of research material readily available within the school, and the school library is therefore assuming an increasing importance in Alberta's educational system, and

Whereas; school librarians must deal with groups in classroom numbers, and in this situation teacher training and teacher experience are essential, and

Whereas; school librarians are constantly called upon to give attention to the assignments of students and instruction in the use of books and libraries, and

Whereas; the work of the librarian is a part of the school's program, and it is necessary that the librarian have a knowledge of the courses of study and an understanding of the philosophy

underlying Alberta's educational system,

BE IT RESOLVED, that only persons holding a valid teaching certificate be permitted to serve as librarians in Alberta schools.

C62/57 Whereas; the Canadian Teachers' Federation has been investigating the possibility of publishing a national Canadian educational magazine, and

Whereas; such a magazine would be mailed to every teacher in Canada and would both duplicate some subject material and compete directly with provincial magazines, and

Whereas; each provincial organization would be expected to guarantee a certain circulation, necessitating an additional expense to each organization,

BE IT RESOLVED, that The Alberta Teachers' Association go on record as being opposed to the publication of a national Canadian educational magazine by the Canadian Teachers' Federation.

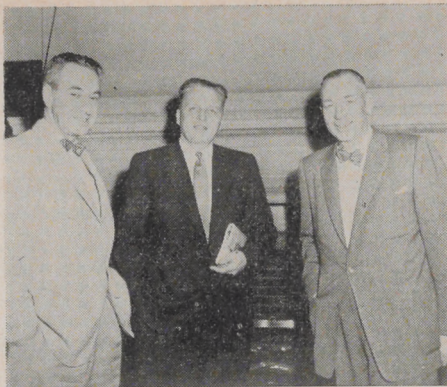
C63/57 **BE IT RESOLVED**, that the Executive Council of The Alberta Teachers' Association take all necessary steps to ensure that no teacher in amalgamated areas shall receive a reduction in salary or in administrative status.

C64/57 **BE IT RESOLVED**, that the Executive Council be instructed to investigate the possibility of establishing a group health insurance plan which would provide coverage for all members of The Alberta Teachers' Association, and further

BE IT RESOLVED, that the Executive Council investigate the possibility of having the premiums for a medical and hospital plan included in the annual membership fee by an amendment to By-law 5 of the General By-laws of The Alberta Teachers' Association.

C65/57 Whereas; the Canadian Teachers'

THREE PAST PRESIDENTS



G. S. Lakie, E. T. Wiggins, and F. J. Edwards pose for our camera.

Federation proposes to organize a Canadian College of Teachers, and

Whereas; all provincial affiliates have been asked to study and report on the proposal,

BE IT RESOLVED, that The Alberta Teachers' Association support the organization of a Canadian College of Teachers, provided that:

- (a) a formula determining the equivalent of a degree in terms of years of teaching experience and professional education be approved for initial membership;
- (b) the necessity of writing a book, holding professional office, serving on a community enterprise, or similar conditions be deleted from the requirements for membership; and
- (c) the secretary of the Canadian Teachers' Federation and the secretary of the Canadian College of Teachers be one and the same person.

C66/57 **BE IT RESOLVED**, that, in the future, all resolutions on pensions submitted for consideration at Annual General Meetings be

referred by the Executive Council to The Alberta Teachers' Association Pension Committee to investigate and report on each resolution, and the Executive Council shall thereupon report and make recommendations to the Annual General Meeting.

C78/57 **BE IT RESOLVED**, that this Annual General Meeting instruct each local and sublocal of The Alberta Teachers' Association to include in its constitution the following clause as one of the duties of its executive committee, "to ensure that all Association moneys are used to further the objects of the Association as set out in *The Teaching Profession Act*", and further

BE IT RESOLVED, that each local and sublocal of The Alberta Teachers' Association be required to include the above clause in its constitution by December 31, 1957.

C79/57 **BE IT RESOLVED**, that the surplus amount in excess of \$20,000, as reported in the 1956 Financial Statement, be transferred to the Special Emergency Fund.

C80/57 Whereas; the Board of Teacher Education and Certification acts in an advisory capacity with respect to teachers,

BE IT RESOLVED, that The Alberta Teachers' Association is of the opinion that membership on this board should be limited to representatives of the Department of Education, the Faculty of Education, and the Faculty of Arts and Science in the University of Alberta, and The Alberta Teachers' Association, and further,

BE IT RESOLVED, that the Executive Council request the Minister of Education to have representation on the Board of Teacher Education and Certification established on this basis.

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DIVISION OF VISUAL INSTRUCTION,

DEPARTMENT OF EXTENSION,

University of Alberta,

Edmonton, Alberta.

When a Student Seeks Advice

**in choosing a career he will often turn to you,
the teacher, for counselling.**

To help him make his choice, you will advise him to consider these important factors among others . . . opportunities for further advancement . . . the chances he will have to get ahead in life . . . the prospects of a rewarding and respected career.

You may want to know more about the career opportunities the Canadian Army can offer the young man of today. Here, in brief, are some of the more important career possibilities:

Officer Careers

Regular Officer Training Plan

This plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 21, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of several selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers

The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of sixteen the opportunity to combine trades train-

ing with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steady and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the twenty-two trades offered.

Apprentices receive half pay until they are 17 years of age and then full pay.

A new class starts each September, however, young men may apply at any time. The minimum educational requirement is Grade 8.

Regular Soldier Opportunities Three Year Enlistments

For the young man who cannot take advantage of the Regular Officer and Soldier Apprentice Training Plans there are many worthwhile opportunities available through regular enlistment in the Canadian Army. The initial enlistment is for three years, years which will be the greatest years of his life and full of worthwhile training, travel and adventure. It is a healthy outdoor life with the pleasure of companionship of young men. Self discipline and how to manage men are taught along with many useful skills. This is fine training to prepare a young man for responsibilities he will meet if he returns to civilian life, or for his career in the Army if he chooses to stay. Applicants must be 17-40 and able to meet Army test requirements.

If you would like an Army officer to address your class or school on the opportunities available in the Canadian Army, please write:

Army Headquarters,
Director of Manning,
OTTAWA, Ont.

Resolutions Referred to the Executive Council by the Annual General Meeting, 1957

C 4/57 Whereas; salary schedules for teachers recognize the value of both training and experience in setting salaries,

BE IT RESOLVED, that The Alberta Teachers' Association investigate the introduction of a similar scheme in evaluating the administrative work of principals and vice-principals.

C12/57 **BE IT RESOLVED**, that we ask the Department of Education to devise some better method for recording information presently required on Form 302-45.

C13/57 **BE IT RESOLVED**, that we ask convention committees to arrange to have conventions begun by "O Canada" and a prayer.

C23/57 Whereas; some principals of schools containing both junior and senior high school grades are required to complete the Form A (white cards) as to subjects taught, enrolment in each subject, teacher of each subject, and his qualifications, in multiple copies by hand, and

Whereas; all principals do not have secretaries to make these copies, and

Whereas; this task must be completed at one of the busiest times of the year,

BE IT RESOLVED, that we ask the Department of Education to devise a simpler method of duplicating information required on the Form A card.

C24/57 Whereas; the delegates to the 1957 Annual General Meeting will number about 225, and

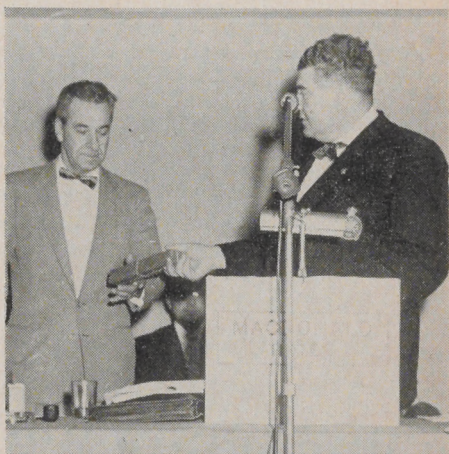
Whereas, a business meeting of

this size has many undesirable features, such as:

- (a) insufficient time to hear all who wish to speak,
- (b) necessity of using a P.A. system,
- (c) advantage of experienced public speakers,
- (d) restlessness and inattentiveness of councillors,
- (e) difficulty in presentation of views by small minority, and
- (f) difficulty of maintaining order,

BE IT RESOLVED, that By-law 20 of the General By-laws of The Alberta Teachers' Association be amended to provide representa-

ON BEHALF OF THE ASSOCIATION



H. J. M. Ross presents G. S. Lakie with a memento as he retires from the Executive Council.

tion on the following basis: up to 50 members, one councillor; 51 to 100 members, two councillors; and for every 100 or major part thereof above 100 members, one additional councillor.

C33/57 Whereas; teachers' pensionable service is presently computed at age thirty and after, and Whereas; teachers must contribute to the Teachers' Retirement Fund for each year that they teach, and

Whereas; teachers may suffer ill-health after age fifty-five and have difficulty in obtaining thirty-five pensionable years between the ages of thirty and sixty-eight, and

Whereas; full pension is not payable until age sixty-five,

BE IT RESOLVED, that each and every year of teaching service in Alberta schools be credited as pensionable years of

service to a maximum of thirty-five years, regardless of the age of the teacher.

C40/57 Whereas; a number of teachers now in service have re-entered after the age of fifty years and others over fifty years have moved to Alberta from other provinces in reply to "teachers wanted" advertisements,

BE IT RESOLVED, that Section 7 of By-law No. 1 of 1948 be struck out and that the fifteen-year minimum laid down in Section 9 be changed to ten years.

C41/57 **BE IT RESOLVED**, that the following amendment be made to Section 14 (a) of By-law No. 1 of 1948 constituted under *The Teachers' Retirement Fund Act*—immediately at the end of "engagement as a teacher" in Section 14(a) insert—"or due to an illness which forced the teacher to retire from teaching—".

Notice Regarding Refund of Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

Science Teachers Wanted

The Alberta Society of Petroleum Geologists is holding a field conference, September 12-14, 1957. The conference will have its headquarters in Lethbridge and will study southern Alberta and the Waterton Lakes area.

The Society has asked the Alberta Teachers' Association to select two teachers who are interested in geology to attend the conference. All expenses will be paid by the Alberta Society of Petroleum Geologists.

Teachers interested in attending are asked to notify the Alberta Teachers' Association, Barnett House, Edmonton, not later than June 10. From those who apply the Executive Council will appoint official representatives to attend the conference.

Faculty of Education University of Alberta

Applications are invited for a position at the rank of lecturer in the Division of Elementary Education, Edmonton. The appointee to this position must be prepared to give instruction in the pedagogical aspects of primary education, especially those related to the teaching of reading and language.

In support of their applications, candidates should submit:

- (1) Transcript of University training.
- (2) A brief outline of past professional experience.
- (3) A recent photograph.
- (4) The names of two or three persons acquainted with their work as student and teacher.
- (5) Information concerning age, marital status, and other relative details.

The salary range is \$4,400-\$5,000 (exclusive of possible summer session appointment) depending upon training and experience. The appointment will be made effective as of September 1, 1957.

Address all enquiries or applications to the 'Dean, Faculty of Education, Edmonton, Alberta, before June 7, 1957. Mark inquiries or applications "Re: Staff Appointment in Elementary Education".

Appointments in Educational Psychology

The University of Alberta invites applications for three vacancies in Educational Psychology, two at the assistant rank and one at the associate rank, the appointments to become effective on September 1, 1957, with a salary of \$5,000 - \$7,400 (exclusive of possible summer session appointment), depending on experience and qualifications.

Applications should include a curriculum vitae, transcripts of academic record, names of three or more references, and a recent photograph.

Applications marked "Appointment in Educational Psychology" should be sent by June 7 to H. T. Coutts, Dean, Faculty of Education, University of Alberta, Edmonton.

Assistant Superintendent

Athabasca School Division

No. 42

Applications are invited for the position of Assistant Superintendent. A degree in education with successful teaching and supervisory experience essential. Duties to commence August 1. Headquarters in Athabasca. Salary depending on qualifications and experience.

Apply to—

M. G. Gault

Superintendent of Schools

Athabasca, Alberta

NEWS from our Locals

Acadia Local

Officers in the local for the year have been: N. Bozak, president; T. Smith, vice-president; Mrs. E. Krempien, secretary-treasurer; and Mrs. S. Ness and F. Edgcombe, councillors. A salary policy committee of five was assisted by ex-officio members in drawing up the new schedule. Representatives attended the regional conference in Calgary in January. At the February meeting, Mrs. J. Helfrich reported on the Banff workshop. District Representative F. Riddle attended the March meeting to assist in the discussion and appraisal of the school board's counter-proposals for a salary schedule. Mrs. Ness gave a resume of the Emergent General Meeting held in Edmonton. It was reported that an enjoyable banquet and bonspiel had been jointly sponsored by the local and the board. At the April meeting, the school board's second salary proposal was accepted. A convention committee of Mrs. V. Niwa, D. Hall and T. Smith was instructed to contact Hanna and Sullivan Lake Locals to make plans for a joint meeting.

The principals' and vice-principals' association within the local has been instrumental in setting examinations on a division-wide basis throughout the high schools. It also brought in film blocks on the high school social studies courses and planned a track meet to be held in Oyen on May 24.

Barrhead Local

An emergency local meeting was called recently to ratify the salary schedule for the 1957-58 school year. R. Nadeau reported on the negotiations

with the divisional board and the schedule was unanimously approved. The local's constitution was presented for revision and adopted with some amendments. Superintendent R. Ohlsen discussed plans for an institute for divisional teachers.

Calgary Northeast Sublocal

The salary negotiating committee reported to the sublocal teachers at the March meeting held in the Kathryn School. Library facilities were also discussed and the library committee was asked to present to the board a proposal under which the central library could be divided among the classrooms in the division. Track meet and athletic funds were also on the agenda.

Camrose South Sublocal

The regular meeting was held in the New Norway School on April 8. Speaking for the cultural activities committee, Mike Bartman reported that art will be continued from last year's program. There was some discussion on a motion to set up a fund to recognize the contributions of students in each school in music and dramatics. A report on the Emergent General Meeting was given by Frank Featherstone who also reported on meetings of the salary policy committee. A track meet will be held in Bashaw on May 24 with the same events as last year. The ball tournament will be held at the various schools on May 17.

Clive-Satinwood Sublocal

Fourteen members were present at the March 26 sublocal meeting. Discussion took place regarding the lack of sufficient reading material in the library for Grade I students. Mrs. Kay Stearns gave a report on the Emergent General Meeting in Edmonton on March 9. It was decided that all grades could compete in the track meet to be held this spring.

Cluny-Gleichen Sublocal

The March meeting was held at the Gleichen School. There was a lengthy but enthusiastic discussion regarding

teacherages. Pensions were further discussed and some additional plans were made for the divisional handbook.

Fairview Local

At the local meeting on March 30, President R. E. Klappstein introduced the candidates for the position of district representative for Northwestern Alberta, Raymond Bean and S. C. Wishloff. Each spoke briefly to the meeting. W. D. McGrath, candidate for the office of vice-president on the Executive Council, discussed the government's proposed study of a uniform salary scale for teachers. Reports were given by R. Blackstock and Mrs. N. Riedel concerning Varsity Guest Weekend and the Emergent General Meeting, respectively. A committee was drawn up to study the possibility of offering correspondence courses at the high school and university levels. B. J. Roe reported the results of the salary negotiating committee's meeting with the board of trustees, and Mr. McGrath outlined various district salary schedules.

Assistant Supervisor of Guidance required for The Department of Education

Major duties will consist of field work in the extension of the guidance program, responsibility for preparation of material in vocational and other aspects of guidance, and curriculum building relating to Health and Personal Development in its various aspects including group guidance and alcohol education.

Beginning salary in vicinity of \$4,800 depending upon qualifications and experience.

Communications should be addressed to

**Deputy Minister,
Department of Education,
Edmonton, Alberta.**

HIGH SCHOOL TEACHER

required by

OLDS SCHOOL

Qualified to teach any or all of English, Social Studies, and Fine Arts. State any other interests.

Salary up to \$5,875, with negotiations now underway.

New school—all utilities in town of Olds.

Apply—

E. J. SHACKLETON

Secretary-Treasurer

Olds School District No. 235

Olds, Alberta

The meeting concluded with study and discussion of resolutions to be presented to the Annual General Meeting.

Foothills Local

The main business at the local meeting on April 11 was the discussion of resolutions to be presented to the Annual General Meeting. A report on the work of the convention committee was given by Mrs. Pat Palmer. Reports were also given by S. Kretz and T. Schmidt regarding the Emergent General Meeting. The salary committee, headed by P. Husby and S. Gibson, gave an account of its work to date.

High Prairie Sublocal

The regular monthly meeting was held in the Home Economics room of the public school on March 25. Miss K. Abt gave a report on the last local executive meeting. The local's salary proposals were discussed. A committee reported on its findings regarding the proposed insurance plan. The program for the evening

was an evaluation by the teachers of their experiences in the yearly reading program.

Olds Local

Cliff Sorenson presided at the April 10 local meeting. C. Marfleet, chairman of the salary negotiating committee, reported that the salary schedule was being considered by the board. Teachers were requested to file film orders by May 8 in order that those in charge may proceed with plans for an ATA film library. Money for this purpose is appropriated by the local and the divisional board. Liability insurance carried by the board covers the teachers only partially. The teachers feel that any liability insurance policy should cover all teachers engaged on any activity with the approval of the school board and have been informed that the board is negotiating with several companies for adequate coverage.

Calgary Separate School Board

requires

One Industrial Arts teacher, and
one Home Economics teacher,
Junior High grades only, for
September, 1957.

Also elementary teachers.
City of Calgary schedule.

Apply—

**Superintendent,
1347 - 12th Avenue West,
Calgary, Alberta.**

Ponoka Local

At a recent meeting of the local executive, plans were completed to award two scholarships of \$75 each annually to a boy and a girl graduating from a County of Ponoka High School and entering the Faculty of Education. To qualify, each must register for at least a two-year course. Applicants with the highest matriculation standing will receive the scholarships.

Spirit River Local

The local teachers met on April 13 to discuss resolutions to be presented to the Annual General Meeting. Councillors Mrs. M. A. Knox and W. Taylor were instructed regarding the wishes of the local members. Mrs. Knox was also elected by the teachers as delegate to the Banff ATA Conference. The teachers also discussed the forthcoming annual track and field meet, sponsored with the aid of the school division, which will be held at Rycroft on May 21. The salary negotiating committee received instructions from the teachers regarding the school board's salary proposal. Ethel Fildes was elected as the teachers' representative on the salary interpretation committee suggested by the board.

Strathmore Sublocal

A meeting of the sublocal was held in the Strathmore School on April 15. Superintendent M. Holman spoke briefly concerning outlines in social studies to be used throughout the Wheatland Division in Grades III to VI. An interesting outline of the pension plan was given by District Representative Ralph McCall and was followed by a lively discussion.

Turner Valley Local

The local held a regular meeting in the Black Diamond School on March 13. Among the topics discussed was the feasibility of the teachers' joining the MSI plan. It was decided to write for application forms. A discussion of salary schedules completed the evening's program.

A Look at Ourselves

(Continued from Page 8)

extensive training. But it is a logical assumption to make that those trained and experienced in education are best fitted to determine the curriculum needs of the pupils in their schools. We do not question this assumption among professors in our universities. Surely the determination of course content and the adaptation of the curriculum to individual needs is just as important to a Grade I teacher.

I do not wish to imply that every teacher in every classroom should develop a separate course of studies nor necessarily use a different set of textbooks. There is more than one way in which the curriculum may be determined by professional workers. We have a measure of such determination by ATA representation on Department of Education curriculum committees. I think this is worth extending.

Professional responsibility

Third, to what extent does our profession accept responsibility for the judgments and acts of its practitioners? To what extent does it protect them from injustice?

I read recently an article entitled "Teachers in California" by Joseph Stocher. Every member of the Alberta Teachers' Association should read that article to learn what Arthur F. Corey and his colleagues are doing to increase the status of teachers through the Cali-

fornia Teachers Association. That Association "operates on the principle that material reward alone cannot elevate teaching to the level of a true profession, that a high degree of professional responsibility and strenuous self-discipline are just as important."

From this article I want to draw your attention to two excerpts. The first is a reaction to Shaw's quip from the *Revolutionist's Handbook* appended to *Man and Superman*: "He who can does; he who can't teaches". Stocher writes: "In California the old chestnut has already been amended to read: 'He who can't teach, mustn't teach'. Even as the California Teachers Association fights to safeguard the jobs of good teachers, it fights just as hard to safeguard public education by getting rid of the bad ones.

"Among the bad ones it has helped to root out of California's school system was a high school coach in a small town. His football teams did win most of their games, but that was the sum of his contribution to the school. He ignored an equally important part of his job—providing physical education for boys whose beef-and-muscle quota wasn't enough to get them on the football squad. He was twice admonished by his school board on that score, and twice he indignantly disregarded the admonition. To make matters worse, he countermanded the disciplinary measures of other teachers and tried to turn the pupils against the superintendent. The school board members finally decided unanimously that the coach had to go.

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SUN LIFE ASSURANCE COMPANY OF CANADA

Agency representation from coast to coast.

"The result was a community hulla-balloo. A student strike broke out. School windows were broken. Rocks were hurled at the superintendent's house. The strike lasted two and a half days. On the third day a group of anxious citizens asked the California Teachers Association to come in and try to settle the fuss.

"The California Teachers Association conducted an exhaustive investigation and found that the school board's charges against the coach were entirely valid. It turned in a report endorsing his dismissal. The community cooled off. The coach, defeated but still indignant, left teaching for good."

The other illustrates the opposite type of responsibility.

"One September evening back in 1951, a commentator named Jimmy Tarantino broadcast a provocative tidbit over a San Francisco radio station. He said that one Fern Bruner, a teacher in the nearby town of San Lorenzo, had been reported to him as being a Communist or a Communist sympathizer.

"Aroused parents demanded that she be fired out of hand. But Fern Bruner said she wasn't guilty. Her superintendent held his ground and called on the California Teachers Association to look into the matter.

"The California Teachers Association, equally concerned with protecting its members from defamation and protecting the schools from subversion, made a detailed investigation. After satisfying itself that Fern Bruner was not a Communist sympathizer, the California Teachers Association filed a slander suit in her name against Tarantino, the radio station, and its manager. The jury awarded the teacher damages totalling \$55,125. The radio station and the California Teachers Association finally settled for \$34,685. Tarantino went off the air and eventually wound up in prison, convicted of trying to extort money from various San Francisco interests on threat of exposing them.

"Fern Bruner was widely applauded in California for having had the courage

to stand and fight. But the real hero of the case, as one newspaper put it, was the California Teachers Association. For the CTA had made it abundantly clear that trouble awaited anyone who impugned the loyalty of a teacher without getting his facts straight."

What I really want to stress is the importance of developing our Alberta Teachers' Association to the point that it accepts responsibility for the welfare of its members and the welfare of education; that its opinions are respected in matters of curriculum, educational method, research, certification, teacher education. This calls for breadth of vision among our members and among our leaders. We must cast the beam out of our own eye before we start looking for the mote in the eye of our brothers. Ours is a great organization for good in education—it must be the fulfilment of the dreams and goals of its founders and its host of loyal supporters.

Professionalism is built from within. It was no outside pressure, but an internal one, that led the medical profession some 40 to 50 years ago to raise its sights and upgrade its prestige and its levels of competence, training, and service. Read some day Abraham Flexner's *Medical Education in the United States and Canada* for the beginning of the thrilling story of how one profession in a short period of 25 years was raised to a higher plane by its own efforts. As the poet, Archibald MacLeish, has so aptly said:

There is no one else on the telephone:
No one else is on the air to whisper:
No one but you will push the bell.

Problems facing the ATA

You are faced with these important problems which must be solved or resolved.

■ The matter of selection of those entering the teacher education programs. I should like to see matriculation the basic requirement for admission to any program. Yet in 1956-57, only 86 (33½ percent) of the 258 students in the Junior E program in Edmonton held

matriculation, as against 114 (100 per cent) in the first year of the bachelor of education program.

■ The matter of a transient professional group. The drop-outs from the ranks of teaching are fantastic. I suppose this is largely because so many of those who train as teachers are women—desirable women who want to be desired.

■ The matter of limited preparation including short-cuts to certification. With the possible exception of Saskatchewan, almost every province in Canada has its own skeleton in the cupboard—Saskatchewan's skeletons are buried in their records to come to light only in transcripts.

■ The matter of teaching as a 'public' profession, in which teachers are employed by public agencies and therefore cannot set their own scale of charges. This presents a problem not found in the other professions.

■ The matter of cooperation among those concerned with education: teachers, principals, professors, superintendents, administrative officials. Too often individuals lose professional perspective in the immediacy of their present situation. Cooperation with a look to the future is a professional necessity.

■ The matter of curriculum change. Upgrade the curriculum. Expect more of our pupils. Guidance—yes—but hard work never hurt any child. Surely the teachers have some answer here.

■ The matter of increasing the autonomy of the teaching profession. We must work towards our Statute of Westminster.

In conclusion, I have this little story about Mark Twain to offer. Mark is said to have proposed that to solve the submarine menace they ought to bring the oceans to a boil. When asked how he would boil all that water, Mark said it was his job to think up the solution, and someone else's job to boil the water.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

TEACHERS WANTED

There will be vacancies on the staff of the Medicine Hat City Schools for the term commencing September, 1957, for:

- High School Teachers
- Junior High School Teachers
- Elementary School Teachers
- Teachers of Art at the Elementary Level

Application form and copy of salary schedule will be forwarded upon request.

**G. H. DAVISON,
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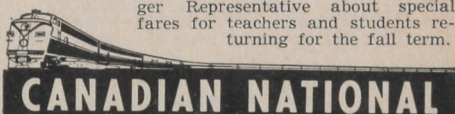


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CANADIAN NATIONAL

Teachers Awarded Life Memberships, 1956

Name	District, Division or County	Address	Years of Service in Alberta
*Carlton E. Blakeney	Killam S.D. 22	Sedgewick	30.575
Minnie Myrtle Bryson	Calgary S.D. 19	Parrsboro, N.S.	34
John Reginald Fuller	Calgary S.D. 19	Calgary	34
Mary Edna Gillies	Calgary S.D. 19	Calgary	35
Glenella Hardy	Lethbridge S.D. 51	Lethbridge	34.2
Alonzo John Heywood	Edmonton S.D. 7	Edmonton	35
Ethel C. Hopkins	Correspondence School Branch	Edmonton	30
Connell Dominick Kelly	Taber S.D. 6	Edmonton	33.03
Karl E. Kirkwood	Edmonton S.D. 7	Edmonton	27
John Laurie	Calgary S.D. 19	Calgary	24.681
Floyd Clifton MacInnes	Calgary S.D. 41	Calgary	31
Katherine Campbell Martin	Calgary S.D. 19	Vancouver, B.C.	27.377
Florence Margaret Milligan	Calgary S.D. 19	Calgary	35
Laure Mary Moret	Edmonton Sep. S.D. 7	Edmonton	33.98
Anna Mabel Nichols	Killam S.D. 22	Edmonton	24.833
Margaret Mabelle Powell	Calgary S.D. 19	Calgary	27
*John Arkle Richardson	Holden S.D. 17	Tofield	31.7
George Leslie Rotherham	Vermilion S.D. 25	Onion Lake, Sask.	29
Charles Robertson Sinclair	Calgary S.D. 19	Calgary	33.9
George Edwin Smith	Wheatland S.D. 40	Calgary	31.145
Kenneth Smith	Edmonton S.D. 7	Edmonton	34.58
Clara Lois Tyner	Edmonton S.D. 7	Edmonton	35

*Awarded posthumously

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UNIONVILLE — ONTARIO



To the Editor:

The Canadian Federation of University Women is planning a regional conference of the Alberta clubs, to be held in Medicine Hat, June 1. This meeting will be open to all women who are university graduates, and we would welcome any teachers who are interested.

Information as to the place of meeting, etc., can be obtained from Mrs. Wooding, Redcliff, accommodations convener.

Yours truly
KATHLEEN L. MORRISON
(Mrs. I. F.)
Canadian Federation of
University Women
11620 Edinboro Road
Edmonton

To the Editor:

Would you kindly print in bold type in the next issue of your magazine the following passage of scripture for the edification of Mr. Jack Scott whose blasphemous article appeared in your February issue—Matthew 5: part of verse 22: "Whosoever shall call his brother a fool is in danger of hell fire".

Yours truly
JIM HORNE
Divisional Trustee
Leduc School Division No. 49

To the Editor:

The Fifth International Conference on Correspondence Education will be held in Banff, June 2 to 9. Delegates are expected from Ethiopia, Japan, Sweden, from many states of the United States of America, and from most provinces of

Canada. Approximately 18 members of the Correspondence School Branch in Edmonton will attend the Conference.

Yours truly
JEAN M. HILL
Correspondence School
Branch Local No. 64, ATA
Edmonton

To the Editor:

A Water Safety Conference sponsored by the "Don't Drown Committee" will be held in the Calgary YWCA, 223-12 Avenue West, on June 14 and 15. Swimming pool construction and costs, operation and maintenance, and programming for pools and beaches will be discussed. There is a registration fee of \$5. Letters signifying intention to attend should be addressed to Mr. A. G. Gilmet, director, Water Safety Service, Canadian Red Cross Society, 9931-106 Street, Edmonton.

Yours truly
H. P. BROWN
Provincial Water Safety
Service Committee
Alberta Safety Council
Edmonton

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Teachers in the NEWS

Alan F. Brown, 28, a resident of Edmonton, has been awarded a fellowship from the W. K. Kellogg Foundation for the University of Alberta's new graduate program in school administration.

A teacher and guidance counsellor at H. A. Gray Junior High School, Mr. Brown is completing training for his master's degree in education. He will be taking doctorate studies in educational administration and supervision. Mr. Brown is a graduate of The University of Manitoba.

The \$2,400 fellowship is for one year of a two-year program. The new course, to begin at the University in September, stems from a five-year project in educational leadership sponsored by the Canadian Education Association. Mr.

Brown is one of eight Canadians awarded the fellowships.

Everett Edgar Hunt, 40, a physics teacher at Victoria Composite High School in Edmonton, has been named one of six Canadian teachers who will attend six-week seminars at Cornell and Stanford Universities this summer as winners of Shell Merit Fellowships. Mr. Hunt will attend Stanford at Palo Alto, California. The teachers were selected by the universities for their outstanding teaching records and demonstrated leadership qualities.

Mr. Hunt is a graduate of the University of Saskatchewan. In 1951 he was awarded his master of arts degree in mathematics from The University of British Columbia.

The Shell Merit Fellowships are awarded under a program developed to help solve the critical scientist shortage. The seminars provide teachers with study material and experience to help them improve their own work as well as develop ways and means of assisting other teachers. Mr. Hunt will receive from Shell a travel allowance, tuition costs, living expenses, and \$500 additional in cash to offset loss of potential summer earnings.

Professional Leadership

(Continued from Page 10)

room and I can't get it out". Walking into the classroom, he saw 30 excited youngsters and one buzzing bee. The principal took one look at the bee. The bee flew out the window. And the problem was solved.

However, most problems requiring the principal's help are far more challenging than the one cited above. For example, a teacher of a Grade III class has a boy aged ten with an IQ of 70. The lad spent two years in Grade I and two years in Grade II. The teacher inquires of her principal, "How can I teach this boy reading and arithmetic?" Problems such

as this one are not only challenging—at times they seem overwhelming.

With what types of problems do teachers require the principal's assistance most frequently? Each teacher involved in the study of this question was asked to list in order of importance specific problems with which he as an individual teacher would like the principal's help. In order of frequency of mention, the problems included classroom discipline, case studies of pupils with adjustment problems, promotion or non-promotion of pupils, adjusting the curriculum to meet the needs of the child, teaching methods, diagnostic and remedial teaching, play-

ground activities, parent-teacher relations, extra-curricular activities, and advice on teacher certificate improvement.

Basis for respect and loyalty

How do teachers rate their principals? The great majority of teachers regard their principals as good administrators, good disciplinarians, and democratic in their dealing with the staff. They consider their principals to be fair-minded individuals who allocate a fair share of extra-curricular activities to each teacher. They believe that their principals understand classroom problems, give inspiring leadership at staff meetings, and foster a good group spirit in solving educational problems. They regard their principals as being aware of the needs of individual staff members, pupils, and the school. Good principals are always ready and willing to help.

Challenge great, but not overwhelming

Because of the high regard that teach-

ers hold for their principals, there is an inherently great potential for creative leadership at the hand of every principal. No educator will deny the fact that a large gap does exist between the findings of educational research available today and the application of those findings to the solution of everyday classroom problems. Teachers, boards, and superintendents realize the strategic position of the principal in bridging this gap. The challenge is great but it is not overwhelming.

To meet the great expectations of him, the principal needs a rich professional background, a deep understanding of human relations, and a desire to further his own professional growth. He needs a source of inspiration. The kind of growth and inspiration he needs can be obtained through leadership training courses where he can acquire new ideas, strengthen old ideas that have stood the test of time, and develop a philosophy of democratic leadership which results in more effective development of the boys and girls in our schools.

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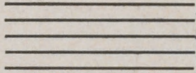
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EDMONTON

ATA Golf Tournament

Attention all golfers!

The second annual ATA men's golf tournament will be held at the Mayfair Golf and Country Club, Edmonton, Monday, July 22, 1957. If you wish to enter, send your name and address to Joe McCallum, 10445 - 133 Street, Edmonton, by June 29.

Teeing-off time for 18 holes, with the Calloway handicap system, will be at 10:30 a.m. Several prizes will be offered. The entrance fee will be \$5, covering green fees, a dinner in the evening, and incidentals.

Twenty-five teachers entered last year's tournament. Everyone spent a very enjoyable day and it is hoped a larger number will take part this year. You can be assured of meeting old friends and making new ones.

The executive elected following last year's tournament is: Eric C. Ansley, honorary president; Bill Montgomery, president; Bob McNaught, first vice-president; Clarence Richards, second vice-president; Joe McCallum, secretary-treasurer; and W. Roy Eyres, tournament captain.

Leaving by car for Toronto, June 30, returning August 25; have room for two passengers.

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CATALOGUE ON REQUEST

Secretary's Diary

Meetings

The following meetings were held during the month of April—

- ✓ Planning Committee for the Leadership Course for School Principals, on April 8;
- ✓ Executive Council meeting on April 13;
- ✓ Pre-AGM Executive Council meeting on April 20;
- ✓ Post-AGM Executive Council meeting on April 25.

The annual banquet of the Edmonton Men's Curling Club was held at the Mayfair Golf and Country Club on April 12.

Golf tournament

Arrangements have been made for the second annual Men's Golf Tournament of the Alberta Teachers' Association on July 22 at the Mayfair Golf and Country Club in Edmonton. The president of the group is Bill Montgomery, Edmonton, and the secretary is Joe McCallum, 10445 - 133 Street, Edmonton. Please write to the office or to Joe McCallum for details.

Action research

Interest in action research at the local level is increasing every year. Teachers and local associations that are interested in action research may obtain valuable information from a pamphlet published by the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street N.W., Washington, D.C., entitled *Action Research—A Case Study*, by Hilda Taba and Elizabeth Noel. Some of the teachers in Alberta may remember Dr. Hilda Taba who was one of the speakers at an annual general meeting some years ago.

Annual General Meeting

The fortieth Annual General Meeting of the Alberta Teachers' Association was held in the Macdonald Hotel, Edmonton, April 22, 23, and 24. The Executive Council and 212 councillors from 69 local

associations considered 22 reports, including those submitted by the president, the general secretary, and the Board of Administrators, Teachers' Retirement Fund, and 81 resolutions.

The president of the Association, H. J. M. Ross of Edmonton, presented a realistic report on the state of the Association and what our main problems are. Kim was in great form as chairman of the sessions and the banquet. Inez Castleton, as vice-president, presented all resolutions with executive recommendations and explanations, and as chairman of the Finance Committee, presented the financial reports, statements, and break-downs, with clarity and despatch. The consensus of our experienced councillors was that this was one of our best Annual General Meetings.

The more important resolutions were about

- a proposal to reduce the number of AGM councillors;
- a definite statement of Canadian Teachers' Federation policy;
- professional pay for professional services on committees and for marking papers;
- improving security of tenure for teachers and principals;
- pension benefits.

The ATA Curriculum Committee made a report to the Annual General Meeting with respect to the resolutions referred to it last year for investigation.

The Executive Council submitted a proposal that all resolutions about pensions, in the future, should be submitted to the ATA Pension Committee for investigation and report in the same way that curriculum resolutions are now submitted to the ATA Curriculum Committee.

One of the highlights of the convention was the address given at the banquet by Dr. H. T. Coutts, dean, Faculty of Education, University of Alberta. Dr. Coutts spoke about the hallmarks of the teaching profession and stressed the need for higher qualifications, professional responsibility, professional autonomy, rigid adherence to our code of ethics, and adequate professional salaries, in order to provide the kind of education service to which the children of this province are entitled.

Although this was the first Annual General Meeting since 1949 at which there has been no report about adverse legislation, it was mentioned by several councillors that the Alberta Teachers' Association and the Minister of Education and his deputy are not in agreement about several matters and that the professional relationships between the Minister and the Association are not what we would like them to be.

This suspicion of a deterioration in relationship was borne out by the statements made by the Minister and his deputy when the

officers of the Association presented to them the AGM resolution about representation on the Board of Teacher Education and Certification on the Monday following the Annual General Meeting (see resolution C80/57). Your representatives argued that the matter of certification of teachers should be the responsibility of experienced members of the teaching profession, as is the case in law and medicine. One of the statements made by the Deputy Minister and approved by the Minister, in reply to our argument, was that the public would like to have representation also on the board that certifies doctors because the people are tired of paying high doctors' bills. This meeting accomplished nothing, settled nothing. It was another case of "au revoir but not good-bye."

It appears obvious that this next year may be a crucial one for the Alberta Teachers' Association. The Executive Council will keep members of the Association fully informed of all developments through *The ATA Magazine*, through newsletters, at the Banff ATA Conference, at fall conventions, and at regional conferences.

Eric Ansley

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1957**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1957** (see 9[f]). The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Thanks to the Sun . . .



To the sun we owe the existence of "the earth and everything that's in it". The sun maintains the planets in their orbits, controls the seasons and causes the movement of winds and weather. Energy, received by the earth in the form of sunlight, produces all our food. Green plants absorb this light-energy and transform it into food-energy. Sugar, for instance, is made by the sugar beet leaves, and stored in the root. Man can only extract and refine it. Thanks to Alberta sunshine we say of Pure Alberta Sugar, "No Finer Sugar has ever been made!"



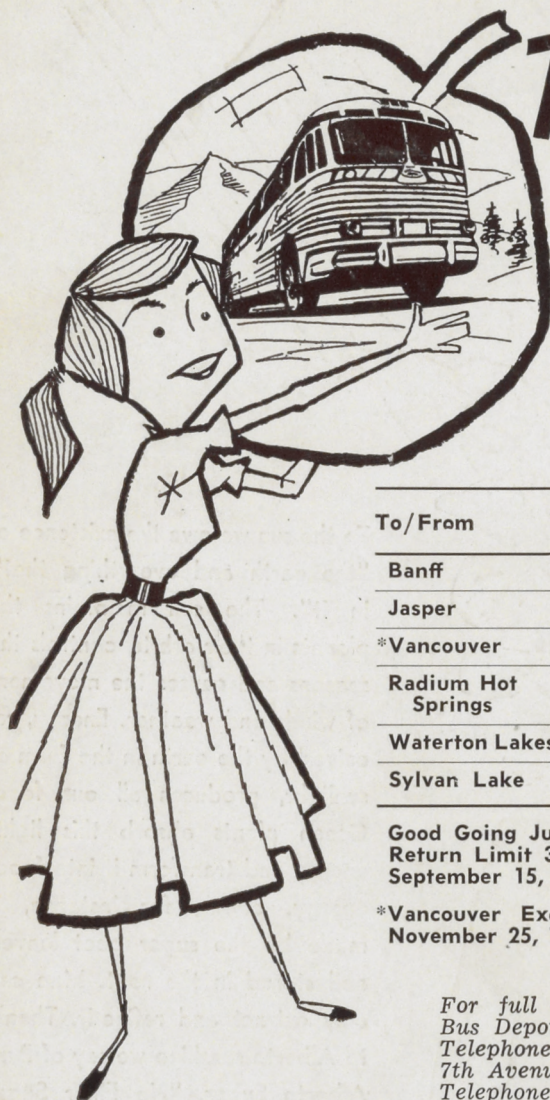
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